BANASTHALI VIDYAPITH

Value Added Courses

2020-21

BANASTHALI VIDYAPITH
P.O. BANASTHALI VIDYAPITH
(Rajasthan)-304022

CS 507 Artificial Intelligence

Max. Marks: 100   **L T P C**
(CA: 40 + ESA: 60)   **4 0 0 4**

Objectives

·   To understand the introduction to concept of Artificial Intelligence.

·   To learn knowledge representation in A.I.

·   To understand concept of Cognitive Computing.

·   To understand the process of design and implement a Cognitive System.

Section-A

Introduction to Artificial Intelligence, General problem solving, state space and graph model techniques, Heuristic designs, Aim-oriented heuristic algorithms versus solution guaranteed algorithms, Game playing strategies.

Knowledge   Representation : Knowledge representation tools, First order predicate calculus. Understanding Logic Programming Using PROLOG. Semantic Nets, Frames, production rules, knowledge base, the inference system, forward and backward deduction.

Section-B

Cognitive Computing: Introduction, Elements of Cognitive Systems. Understanding Complex Relationships Between Systems. Understanding Cognition. Transformation of Artificial Intelligence into Cognitive Computing Systems. Uses of Cognitive Computing Systems. System of Judgment and Choice. Designing a Cognitive System. Graining Insight from Data. Bringing Data into Cognitive System. Defining Objective. Defining Domain. Understanding the Intended Users and Defining their Attributes. Defining Questions and Exploring Insights. Creating and Refining the Corpora. Training and Testing.Understanding Natural Language, Parsing techniques, context free and transformational grammar, transition net, augmented transition nets, Fillmore's grammar, Shanks conceptual dependency. Grammar free analysers, Sentence generation, Translation.

Section-C

Enabling Reasoning in Cognitive Systems Through Probabilistic Learning: Bayesian Networks, Approximate Inference, Constructing Bayesian Networks. Markov Chains, Hidden Markov Model: Forward Algorithm, Viterbi Algorithm, Baum-Welch Algorithm.Application of Cognitive Computing: Enhancing the Shopping Experience. Leveraging the Connected World of Internet of Things. Voice of the Computer. Fraud Detection. Case Study of Cognitive Computing Systems.

Text and Reference Books:

1.   Stuart Russell and Peter Norvig, "Artificial Intelligence: A Modern Approach", 3rd Ed, Prentice Hall, 2013.

2.   David Vermon, "Artificial Cognitive Systems A Primer", MIT Press, 2014.

3.   Rich Elaine & Knight Kevin, Artificial Intelligence, 3 Ed, Mc-Graw Hill, 2011.

4.   Patterson Dan W, Introduction to Artificial Intelligence and Expert Systems, Pearson Education, India, 1990.

5. Avron Barr & Edward A. Feigenbauen, The Handbook of Artificial Intelligence., Addison-Wesley Pub, Vol I, Vol II, Vol III, 1982.

6. James Allen, Natural Language Understanding, 2nd Edition, Pearson Education India, 1995.

DES 111L Software Skills Lab

Max. Marks: 100   **L T P C**
(CA: 40 + ESA: 60)   **0 0 4 2**

Practical:

• Adobe Photoshop (Image editing)

• Adobe Illustrator (Creating graphic images)

• Adobe In Design (Creating layout and compositions)

• Corel Draw

Learning Outcome:

Upon completion of the course, the students will be able to:

• Apply softwares as tool for design solution.

• Use Adobe Photoshop, Illustrator and in Design for creative purposes.

Recommended Books:

1. Team, A. C. (2012). *Adobe Photoshop CS6: Classroom in a book*.

Berkeley, Calif: Adobe Press/Peachpit.

2. *Adobe Photoshop CC: Classroom in a book*. (2013).

San Francisco, CA: Adobe Press/Peachpit.

CS 202 Application Software for Business

Max. Marks: 100   **L T P C**

(CA: 40 + ESA: 60)   **4 0 0 4**

Course Objectives:

1. The main objective of this course is to provide students with the background to design, implement, and use database management systems

2. Provide an introduction of DBMS and their use;

3. Describe the main features and function of the DBMS;

4. Describe & Design of relational database and E-R diagrams;

5. To enable students to learn the concept of application software for business.

6. To work with basic application software tools like MS Excel, MS Access, Tally, Photoshop and its relevance in organizational functioning.

Note: The paper will contain ten questions having at least two questions

from each unit. Candidates are required to attempt five questions in taking at least one question from each unit.

Course Contents:

Unit I

Organization of data in files, Introduction to Database and DBMS, Advantages and Disadvantages of Databases, Cases in Marketing, HR, Finance, Production etc.

Unit II

Understanding Databases and its Environment, Understanding concept of Relational Model, Logical View of Data, Keys, Integrity Rules, Relationships, ER Model, Database Design, Normalization, SQL – DML & DDL.

Unit III

Querying with QBE Grid, Creating and Customizing forms, Viewing data using forms, Exploring form Design Tools, Building forms, using Macros, Macro Window, Building Macros, Building Reports, Saving form as a report, Importing and Exporting Data.

Unit IV

Features of Computerized Accounting, Company Creation, Alteration and Deletion of Company, Accounts Configuration: General Configuration, Accounts/Inventory Information Configuration, Classification of Accounts: Accounts group, Ledger Accounts, Hierarchy of Accounts, Reserved Accounts group, Contents of Reserved group, Account groups of balance sheet.

Unit V

Graphics Environment : IDE, Creation of Files, Understanding Interface, Toolbox, Floating Palettes, Storing and Retrieving Files, Type Basics : Raster versus Vector Programs, Working with Types, Creating and Understanding Selection, Moving and Floating Selection, Flag Collage, Filling and Stroking Working in Layers, Clock Collage, Truck Collage.

Learning Outcomes:

Upon completion of the course student will be able to:

• Understand the use and basic designing of a database system

• Understand the concept of relational databases and normalization

• Design a database and run queries using MS Access

• Create ledger accounts and balance sheets using Tally

• Use Photoshop for simple image editing and creating collages.

Suggested Readings :

1. Greenberg, A. D. (2000). *Fundamental Photoshop 5.5* (1 ed.). New Delhi: Mc Graw Hill.

2. Nadhani, A. N. (2007). *Implemeting Tally ERP 9* (1 ed.). New Delhi: BPB Publications.

3. Saxena, S. (2000). *MS Office 2000 for Everyone* (1 ed.). New Delhi: Vikas Publication.

Suggested E-Learning Materials:

1. Studios, S. (2018, March 24). *Adobe Photoshop For Absolute Beginners*. Retrieved March 2019,

from Youtube:

https://www.youtube.com/watch?v=KfXSt4XLedc

2. World, G. L. (2017, December 30). *Tally ERP 9 Basic Course for Beginners - Free Tally*. Retrieved

March 2019, from Youtube:https://www.youtube.com/watch?v=1d2y7J0gESM

MGMT 203 Bhartiya Prabandhan

Max. Marks: 100   **L T P C**

(CA: 40 + ESA: 60)   **4 0 0 4**

Course Objectives:

1. The primary purpose is Self-Realization

2. To introduce the students to the basics of Indian Management thought and practice.

3. To generate awareness about the cultural and spiritual values of Indian society and their implications for modern managers.

4. To understand Indian Philosophical Thoughts from Vedant and BhagwadGeeta.

5. To provide the knowledge about eastern and western management, social management, wisdom workerand other important aspects related to BhartiyaPrabandhan.

Note: The paper will contain nine questions having a compulsory case study in any one unit.

Candidates are required to attempt five questions in taking at least one question from each unit. Case Study will be compulsory.

Course Content:

Unit I

Concept of Indian culture, Rationale for Indian management, Management system in Arthshastra

Unit II

Gandhian thought for management of Indian organizations, Trusteeship, Swadeshi, Creative leadership, ivekananda and his concept of work as worship, Vivekananda's ideas on Vedant.

Unit III

Arrival of Best to lead the rest, Management Wisdom: The Common Man's Management Theories

Unit IV

Towards convergence between Eastern and Western Management, PanchmukhiVikas, Development Matrix for social management, Wisdom worker, Doctrine of Karma

Unit V

Management ideas from BhagwadGeeta, Motivation-Indian insights, Value system of individual, Stress Management

Learning Outcomes:

Upon completion of the course student will be able to :

• Understand ancient Indian spiritual teachings and their relevance in present day life.

• Have a value oriented approach in their everyday life.

Suggested Readings:

1. Bansal, I. (2002). *Management Concepts in Ancient Indian Psycho-Philosophic Thought and their Significance for Present DayOrganizations (1 ed.)*, Jaipur: Popular Book Depot.

2. Sharma, S. (1996). *Management in New Age: Western Windows,Eastern Doors (2 ed.)*, New Age International Publication.

3. Sharma, S. (2007). *New Mantras In Corporate Corridors From AncientRoots To Global Routes (2 ed.)*. New Delhi: New Age Int. Pvt. Ltd.

4. Chatterjee, B. K. (2002). *Arindam Chaudhuri, Count Your Chickensbefore They Hatch(1ed.),* New Delhi: Vikas Publishing House (2001).

5. Dasgupta, Ajit K. (1993). *A History of Indian Economic Though*t (ed.1). London and New York: Routledge history of economic thought

series.

Suggested E-Learning Materials:

1. Joshi, A. (2018, Jan 3). *Indegeneous Management System anintroduction.* Retrieved Feb 12, 2019, from www.youtube.com: https://www.youtube.com/watch?v=q5K2Hff85MM

2. Joshi, A. (2016, Dec 7). *Management from Bhagwad Geeta :A Few Insights.* Retrieved Feb 18, 2019, from Shastriya Prabandhan – A Bharatiya Design Thinking Approach to Education and Management:

http://ankurjoshi.in/bhagwad-gita-management/

3. Sharma, S. (1999, Oct 1). *Corporate Gita: Lessons for Management,Administration and Leadership.* Retrieved March 1, 2019, from journals.sagepub.com:

https://journals.sagepub.com/doi/10.1177/097168589900500203

4. Sharma, S. (2006, Jan). *Management In New Age: Western WindowsEastern Doors.* Retrieved Feb 21, 2019, from

www.researchgate.net:https://www.researchgate.net/publication/304935846_Management_In New_Age_Western_Windows_Eastern_Doors

5. *Swami Vivekananda Chicago Speech on 15th September,1893.* (2013, Aug 12). Retrieved Jan 5, 2019, from www.youtube.com:

https://www.youtube.com/watch?v=TlwZNmgFBWM

EDU 403L Critical Understanding of ICT
Critical Understanding of ICT Lab

Max. Marks :10   **L T P C**
(CA:40+ESA:60)   **0 0 4 2**

Course Objectives:
1. To enable the student-teachers to understand the meaning and potential of ICT.
2. To enable the student-teachers to critically utilise the ICT for teaching-learning and other teacher related work.
3. To develop the skills in student teacher to plan and apply appropriate ICT.

Course Outline:

Note-The Unit I and II are for theoretical orientation and Unit III, IV and V are Practice oriented.

Unit-I   :   The ICT: Meaning and Potential
  a)   Computer system, Hardware, Software
  b)   The meaning of IT and ICT
  c)   Potential and need of ICT for Teacher

Unit-II   :   Integrating The ICT
  a)   ICT for Formal Teaching
  b)   ICT for Collaborative Learning
  c)   ICT for constructivist Classrooms
  d)   Ethics and copyright issues in using ICT

Unit-III   : ICT for administrative support
  a)   Formatting of Documents- Notices/ Brochure / Letters / Address label
  b)   Formatting of table - School time - table, Exam Time table
  c)   Maintaining - Fee record, Attendance record, formative evaluation record

Unit-IV   :   ICTs for Teaching-Learning
  a)   Developing multimedia presentation
  b)   Image Processing
  c)   Using Video and Hyperlink with presentation
  d)   Creating Animation for teaching

Unit-V   :   ICT for Evaluation
  a)   Formating a Question Paper
  b)   Preparing result sheet: Class wise, student wise
  c)   Graphical representation of Results

Practicum:

Developing a Plan and sample digital content to teach a Unit in pedagogy subject for secondary classes with the support of ICT.

EDU 509 Understanding the Self and Yoga

Max. Marks: 100   **L T P C**
(CA: 40 + ESA: 60)   **1 0 0 2**

Objectives :

1. To facilitate student to understand the self.

2. To develop capacity to identify the values for a good teacher.

3. To facilitate student to perform self reflected activities.

4. To acquaint students with the meaning and importance of yoga.

5. To develop essential skills to perform various asansa.

Course Outline :

Unit I : Understanding the self

    a.   Self and self development - Concept and Importance

    b.   Concept and types of values

        -    Individual

        -    Social

    c.   Importance of Values

Unit II : Yoga and self development

    a.   Concept of yoga

    b.   Importance of yoga for self development

    c.   Pranayam-types and importance

    d.   Three milestones of woman's life and yoga

    e.   Do's and Don'ts of Asanas

Understanding the Self and Yoga Lab
EDU 509L

Max. Marks : 100   **L T P C**

(CA: 40 + ESA: 60)   **0 0 4 2**

Practical Units : (Activities based) :

Unit III : Self reflection and personal integration

  a. Expression of Aspiration & Expectations.

  b. Self observation exercise to understand one's own strength and   weakness.

  c. Self expression through creative activities.

Unit IV : Enhancing self development

  a. Commmunity participation through Radio Banasthali or Group work.

  b. Self reflecting report, based on one's own experience or reading   great authors.

  c. Identification of the values for a good teacher

Unit V : Yoga for healthy mind and body

  a. Practice of various asanas.

  b. Practice of various skills of Pranayam.

Redferences :

1. Dale Carnegie, Leader in you; you to win friends, infuence people and succeed in a changing world.

2. Das Gupta & Surendranath : "Yoga : its philosophy & Religion", 1987

3. Sinha, Phulgenda, : Yogic Cure for Common Diseases", Allied Publishers Pvt. Ltd., 2003.

4. Joshi, K.S. "Yogic Pranayam", Allied Publishers Pvt. Ltd., 2003.

5. Ananda, Sri, "The Complete Book of Yoga Harmony of Body and Mind", Orient Paperbacks, Madarasa Road, Kashmere Gate, Delhi, 1999.

6. Niranjanananda, Paramahamsa, "Yoga Darshan, Vision on Yoga upnishads", Sri Pachadashnam Paranahamsa Alakh Bara, Deoghar, Bihar, India, 1993.

7. Sharma, P.D., "Yoga Yogasana and Pranayama for Health", Navneet Publications (I) Limited Ahmedabad, 1984.

8. Saraswati, Swami Satyanada, "Asana and Pyanayama Mudra, Bnadha", bihar School of Ygoa.

9. M. Vanaja, M. and Charathi Vijaya, Value Oriented Education Neelkamal Publication Pvt. Ltd. New Delhi.

10. Kumar Praveen, Value Education, KSK Publishers, New Delhi.

VOC 011L Basic Dress Making

Max. Marks: 100   **L T P C**

(CA: 40 + ESA: 60)   **0 0 4 2**

Learning Outcomes:

Upon completion of the course students will be able to:

Understand basic essentials of clothing construction and process of garment making

Use acquired garment construction skills for different age groups and figure types

Course Content:

➢ Equipment and supplies used in Clothing construction, their use and care, common defects in sewing and their remedies.

> ➢ Body measurements for different garments.

➢ Preparation of Fabric: Layout of paper pattern & cutting material, calculation of material required for different garments.

> ➢ Elements & Principles of design & their application on apparel.

> ➢ Selection of fabric: Suitability of different fabrics for various articles.

➢ Types of stitches- running, basting, back, hemming, overcasting, buttonhole, Types of seams- plain and its finishing, French, run and fell, lapped, types of decorative seams.

> ➢ Tucks, Pleats, Gathers, Smocking.

➢ Plackets: even hem, continuous wrap, kurta, placket, wrap and projection.

> ➢ Types of Yokes, Necklines and its finishing.

➢ Collars- Peterpan, Sailors, Shirt, Mandarian band, Sleeves- basic, puff, flared, Cape, Pockets- patch, bound, Well

➢ Embroidery stitches- running, chain, stem, satin, herringbone, buttonhole, mirror attachment and patch work

VOC 005L Dress Designing

Max. Marks: 100   **L T P C**
   (CA: 40 + ESA: 60)   **0 0 4 2**

ᛜ   Select fabrics and other materials for different age groups

ᛜ   Intelligently design and construct garments and accessories

Course Content:

➢   Drafting of basic blocks of children.

➢   Stitching of Baby layette.

➢   Drafting of Romper,

➢   Drafting of Shirt and Short.

➢   Drafting and stitching of Salwar Kameej, Blouse, Petticoat.

➢   Project work-Designing of a garment accessories and its construction.

CS 109 Computer Fundamentals and Programming

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **4 0 0 4**

Learning Outcomes:

After successful completion of the course, students will be able to:

• Describe the concepts of computer basics and programming.

• Explain the organization and operations of a computer system.

• Design the combinational and sequential circuits.

• Employ the logical thinking for analyzing problems, designing and implementing algorithmic solutions.

• Employ the skills for the use of the C programming language to implement the real world applications.

Section A

Brief introduction to computer organization, Block diagram, Hardware and software. Introduction to operating System, Concept of Data and Information, Representation of data, bits and bytes, Number System (binary, octal, decimal, hexadecimal), Representation of integers, real numbers, positive and negative numbers, Binary arithmetic, simple concepts and theorems of Boolean algebra. Representation of characters: BCD, ASCII, EBCDIC codes. Programming fundamentals: Program, Steps in program development, programming language, compilers, interpreters. Algorithms, flowcharts, Control statements sequencing, conditional and unconditional branching and looping.

Section B

Overview of C language- History, structure of a program data types, variables, constants, operators (arithmetic, logical, relational), expressions (arithmetic and logical), assignments, conditional statements, control statements, simple I/O. Single and multi-dimensional arrays, Searching (linear, binary), sorting (bubble, selection) and merging, matrix arithmetic.

Section C

Concept of pointers, pointer expression, pointer v/s arrays, functions, parameter passing (call by value, call by reference), recursion, structure, union and enumerated data types, concept of structured programming.

Suggested Books:

1. Sinha, P. K. (2003). *Computer fundamentals: concepts, systems & applications*. BPB publications.

2. Balagurusamy, E. (2012). *Programming in ANSI C*. Tata McGraw- Hill Education.

3. Kanetkar, Y. P. (2016). *Let us C*. BPB publications.

4. Rajaraman, V., & ADABALA, N. (2014). *Fundamentals of computers*. PHI Learning Pvt. Ltd.

Suggested E-Learning Material:

1. Introduction to Programming in C https://nptel.ac.in/courses/106104128/

2. Introduction to Programming in C Specialization https://www.coursera.org/specializations/c-programming

3. Sinha, P. K. (2003). Computer fundamentals: concepts, systems & applications. BPB publications.

https://www.edutechlearners.com/computer-fundamentals-p-k-sinhafree- pdf/

JMC 501L Advertising and Public Relation Lab

Max. Marks : 100   **L T P C**
  (CA: 40 + ESA: 60)   **0 0 2 2**

Copywriting, Production of Radio/TV Advertising, Digital advertising & Case Studies on Successful and Disasters Brand Presence on Social Media, Innovative Outdoor and Indoor Advertising, Portfolio Making, Campaign Production and Review (Account Management, Media Planning Creative, Production etc. on a brand/social issue), PR and Writing: House journal, Newsletter, Social Media (Blogs, Facebook, Twitter, You Tube, Instagram etc), Press Releases, Video News Releases, Webcasts, Crisis Communication on Digital Media and Solutions

Suggested Readings:

- Jethwaney, Jaishri and Jain, Shruti (2013) *Advertising Management,* New Delhi : Second edition, Oxford University Press.

- Shah Kruti and D'Souza, Alan (2012) *advertising & promotions an IMC perspective,* New Delhi : Tata McGraw Hill.

- Clow, Kenneth, Baack, Donald (2003) *Integrated Advertisements, Promotion and Marketing Communicatio*, New Delhi : Prentice Hall of India.

- Wilcox, Dennis L, Cameron, Glen T. (2014) *Public Relations Strategies and Tactics* : Ninth Edition Pearson Education.

- Seitel, Fraser P. (1980) *The Practice of Public Relations:* Seventh Edition, Prentice Hall International

- Keith, Butterick (2015) *Introducing Public Relations: Theory& Practice 1st Edition* : Sage Publication India

E-Learning Materials:

Types of advertising | Business Queensland

https://www.business.qld.gov.au/running-business/marketingsales/marketing-

promotion/advertising/types

Advertising Techniques

https://www.cisd.org/cms/lib6/tx01917765/centricity/domain/753/advertisin

gtechniquesnewwithnotesandanswers.pdf

Public relations tools and activities | Business Queensland

https://www.business.qld.gov.au/running-business/marketingsales/

marketing-promotion/pr/tools-activities

What Is Public Relations? PR Functions, Types, & Examples |

Feedough

https://www.feedough.com/what-is-public-relations-pr-functions-typesexamples/

Crisis Management - Meaning, Need and its Features

https://www.managementstudyguide.com/crisis-management.htm

HSC 205L Food and Nutrition Lab

Max. Marks: 100   **L T P C**
(CA: 40 + ESA: 60)   **0 0 4 2**

Learning Outcomes: After the completion of the course, students will be able to:

• Plan and prepare different types and specific nutrient rich diets using different cooking methods

• Plan and prepare diets for various disease conditions

• Prepare food products using various preservation methods

Syllabus :

* Planning and Preparation of -

- Energy dense recipe

- Protein rich recipe

- Balanced diet

- Full fluid diet

- Soft diet

- Diet in acute and chronic fever

- Diet in diarrhoea

- Diet in constipation

- Low energy diet for obesity

- Diet in diabetes mellitus

- Diet in hypertension

* Preparation of recipes involving -

- Pressure cooking

- Steaming

- Roasting

* Food Preservation -

- Jam/Jelly

- Squash

- Oil free pickle

IT 402R Electronic Commerce

Max. Marks : 100   **L T P C**

ESA: 100   **0 0 4 2**

Learning Outcomes:

After successful completion of the course students will be able to

• Recognize the business impact and potential of e-Commerce.

• Discuss the current drivers and inhibitors facing the business world in adopting and using e-Commerce.

• Explain the economic consequences of e-Commerce.

• Create and refine ecommerce website and application designs based on industry's usability standards.

• Assess the suitability of various design principles for ecommerce websites and discuss emerging e-commerce topics.

Section A

Whats and hows of Internet: Development and growth, DNS, Commercialisation of internet. Introduction toe~commerce: e-commerce, Opportunities, Framework, Recent Developments. Planning for Network Infrastructure & Web Architecture, Recent trends.

Section B

Introduction to Internet Protocols: Layers and Networking, Internet Protocol suite, Desk topTCP/IP, Mobile TCPIIP based Networking, Multicast IP. Principles of Web Site Hosting and Promotion: Decision on Website Design, Legal issues, Domain Name Registration, Site Hosting,Web Site Registration, Offline & online web site promotion.

Section C

E-commerce Business Models: Brokerage, Advertising, Infomediary, Merchant, Manufacturer, Affiliate, Community, Subscription, Utility, Tried and True models. Auctions as a price setting mechanism, Pricing Information, Versioning Infonnation: Cyberlaws, Electronic payment systems: Digital cash.

Suggested Books:

1. Turban, E., King, D. R., & Lang, J. (2011). *Introduction to electronic commerce*. Pearson Education.

2. Kalakota, R., & Whinston, A. B. (1996). *Frontiers of ecommerce*. Addison-Wesley.

3. Web Sites (Bababazaar.com, yahoo.com, Indiainfoline.com, buyorbid. com, amazon.com, pitara.com, fabmartcom etc.)

COM 308 Human Resource Management

Max. Marks : 100   **L T P C**

(CA: 40 + ESA: 60)   **4 0 0 4**

Course Objectives:

1. To provide the students with the basic knowledge relating to concept and practice of Human Resource Management.

2. To develop their understanding of basic tools used in human resource management in an organization in order to achieve corporate goals successfully.

3. To develop the knowledge, skills and concepts needed to resolve actual human resource management problems or issues.

Note: The paper will contain nine questions having a compulsory case study in any one unit. Candidates are required to attempt five questions in taking at least one question from each unit. Case Study will be compulsory.

Course Contents:

Unit I

Human resource management- Meaning, Definition, Scope, organization of human resource department, Policies, Principles, Evolution of human resource management from personnel management.

Unit II

Human resource planning- Meaning, Definition, Importance, Objectives and the factors influencing human resource planning, demand forecasting techniques, Supply forecasting techniques

Unit III

Recruitment - Definition, Purpose, Importance, Factors influencing recruitment, Process, Sources of recruitment, Selection-meaning, role, Process. Placement in organization.

Unit IV

Training and development- Definition, Difference between training, education and development, Importance, Process, Learning principles, Methods of training.

Unit V

Performance appraisal-Meaning, Definition, Process, Methods of performance appraisal, Performance appraisal errors.

Learning Outcomes:

Upon completion of the course student will be able to:

• Improve their ability to think about how HRM should be used as a tool to execute strategies and achieve a competitive advantage

• Get knowledge and skills needed to effectively manage human resources

• Design and formulate various HRM processes such as recruitment, selection, training, development, performance appraisals

Suggested Readings:

1. Aswathappa, K. (2009). Human Resource Management: Text and Cases (5 ed.). New Delhi: Tata McGraw- Hill .

2. Decenzo, D. A., & Robbins, S. P. (2018). Human Resource Management (3 ed.). New Delhi: Prentice Hall of India.

3. Dessler, G. (2010). Human Resource Management (9 ed.). New Delhi: Tata McGraw- Hill.

4. Dwivedi, R. (2017). Managing Human Resources and Personnel Management (8 ed.). New Delhi: Galgotia Publishing Co.

5. Flippo, E. B. (2014). Personnel Management (2 ed.). New Delhi: Tata McGraw- Hill.

Suggested E-Learning Materials:

1. Morris, S. (2017, Feb 07). *Is Human Resource Management the Right Career for You?* Retrieved from Youtube:

https://www.youtube.com/watch?v=Jp7oM9mAIXQ

2. Calicut University (2014). *Human Resource Management* Retrieved from: http://www.universityofcalicut.info/ cuonline/exnotif/ex5462.pdf

3. E-HRM Web Guide. *Human Resource Management* Retrieved from: http://panosa.org/wp-content/uploads/2015/01/resource1.pdf

4. Sommerlatte, S. (2018, Nov 19). *Should Employees be Informed About the Assessment of Their Potential?* Retrieved from: https://www.youtube.com/watch?v=CoDWJFKEhdc.

MC 503L Community Broadcasting Lab

Max. Marks: 100   **L T P C**
(CA: 40 + ESA: 60)   **0 0 2 2**

Researching and identifying local issues, Studying local community,

Reporting and Writing for Community Media (Radio, TV, Newspaper and

Digital), Programming and planning for Community Radio and TV,

Programme production and presentation, Webcasting, podcasting and

broadcasting, Community engagement programmes, Outreach programmes

and activities, Survey and field work.

Suggested Readings:-

• Atton, C. (2002) *Alternative Media* London: Sage.

• Bosch, T. E. (2003). *Radio, Community and Identity in South Africa: A Rhizomatic Study of Bush Radio in Cape Town*. PhD thesis, College of Communication: Ohio University.

• Brecht, B. (1932). '*The Radio as an Apparatus of Communication*' [online]. Available at: http://www.medienkunstnetz.de/source-text/8/. Last accessed: 21 December, 2014.

• Carlos A. Arnaldo & Louie N. Tabing. *Community Radio in Asia: Putting People in Charge* IPDC & Tambuli Foundation, 2008.Print.

• Dagron A. (2001), "Making waves: stories of participatory communication for social change".New York: The Rockefeller Foundation.

• Dutta, A., & Ray, A. (2009, January 29). Community Radio: A Tool for Development of NE. The Assam Tribune [Guwahati], p. 4 Edit Page.

• Fraser, C., &Estrada, S. R. (2001). *Community Radio Handbook*.UNESCO.

• Hansen, A., Cottle, S., Negrine, R., & Newbold, C. (1998). *Mass Communication Research Methods*. London: Palgrave Macmillan.

• Howley, K. (2005). *Community Media - People, Places and Communication Technologies*. New York: Cambridge University Press

• Howley, K. (2010). *Understanding Community Media* . London: SAGE

• Jallov, B. (2012). *Empowerent Radio - Voices Building a Community* (1st ed.). Gudhjem: Empowerhouse.

• Mayoux, L. (2005). *Gender Equity, Equality and Women's Empowerment: Principles, Definitions and Frameworks*.

• McQuail, D. 1994. *Mass communication theory: An introduction*. London: Sage.

• Page, N., & Czuba, C. E. (1999). Empowerment: What Is It? *Journal of Extension*, *37*(5).

• Pavarala, V., & Malik, K.K. (2007). *Other Voices: The struggle for Community Radio in India*. New Delhi: Sage Publications.

• Rowlands, J. (1997), *Questioning Empowerment. Working with Women in Honduras*. UK: Oxfam.

• Rogers, E.M. 1983. *Diffusion of innovations, 3rd Edition*. New York: Free Press.

• Sen A. Airwaves are for everyone, *The Hindu,* July 28, 2011

• Stewart-Withers, R., Banks, G., McGregor, A., & Meo-Sewabu, L.
(2014). Qualitative Research. In R. Scheyvens (Ed.), *Development
Fieldwork - A Practical Guide*. London: SAGE Publications Ltd.

• Traber, M. 1985. 'Alternative Journalism, Alternative Media',
Communication Resource, 7 October. London: World Association
for Christian Communication.

• White, S. 1994. *Participatory communication: Working for change
and development*. New Delhi: Sage.

Journals and Web Sources

• Broadcast and CableSat

• IMPACT

• PITCH

• www.allindiaradio.org

• www.aiir.com

• www.exchange4media.com

• www.mib.gov.in

• www.airwaves.net

E-Learning Materials:

Community Radio Stations | Ministry of Information and Broadcasting

http://www.mib.gov.in/broadcasting/community-radio-stations

**Community media: a good practice handbook - UNESCO Digital
Library**

http://www.unesco.org/webworld/publications/community_radio_handbook
.pdf

Community Radio In India: The Key To Propel Rural Development

https://www.youthkiawaaz.com/2011/02/community-radio-for-ruraldevelopment

socio-economic transformation of under ... - Global Scientific Journa

http://unesdoc.unesco.org/images/0023/002330/233084E.pdf

Innovations in Community Radio - Cemca

http://cemca.org.in/ckfinder/userfiles/files/Innovations

Young India

http://www.youngindia.net.in

Community radio impact evaluation: Removing barriers ... - amarc

http://www.amarc.org/documents/articles/evaluation_2007.pdf

**Longitudinal Study of the Community Radio Awareness Programmes
of CEMCA**

http://oasis.col.org/bitstream/handle/11599/478/ProgEvalReport_CEMCA_
CommRadio_Awareness_2011.pdf?sequence=1&isAllowed=y

HSC 413 Human Physiology

Max. Marks: 100   **L T P C**
   (CA:40+ESA:60)   **4 0 0 4**

Objectives :

- Enabling the students to understand the integrated functioning of all systems in the body.
- Enabling the students to understand the alteration and adaptation of the functions of various organs in relation to internal and external environment in different physiological, pathological and environmental conditions.
- To acquaint the students with certain techniques/methods of hematological and urine analysis.

Section A

1. Definition of anatomy and physiology. Importance of the study of physiology. Brief overview of the cellular and tissue levels of structural organization.

    (a) Cell structure and function: Various sub cellular organelles and their functions. Transport across cell membrane and primary cellular communication.

    (b) Brief overview of the various types of elementary tissues and their general characteristics.

2. Fundamental aspects of the Nervous System –

    - Structure and functions of brain and spinal cord and reflex action, conduction of nerve impulse, synaptic transmission and role of neurotransmitters.

3. Endocrine System: Main structural features and functions of endocrine glands:- Hypo-thalamus, pituitary, thyroid, parathyroid, adrenals, ovary, testis, a and ß endocrine cells of the pancreas.

Section B

1. Gastrointestinal Physiology: Secretary, digestive and absorptive functions of the organs of gastrointestinal tract. Roles of liver, pancreas and gall bladder and their dysfunctions. Brief overview of absorption and transport of macronutrients: carbohydrate, fat, protein and micronutrients; calcium, iron and zinc

2. Circulatory System

    (a) Blood – Physical characteristics, general functions, components and their brief description, Blood coagulation, blood groups. Brief overview of anaemia and its types.

    (b) Structure and function of heart, blood vessels, regulation of cardiac output, blood pressure and its significance, hypertension

3. Excretory System:- Structure and function of kidney, nephron. Process of urine formation, role of kidney in maintaining blood pH, acid base, electrolyte and water balance.

Section C

1. Homeostasis and its regulation under different conditions by the nervous and endocrine system.

2. Musculo- Skeletal System-: Brief overview of structure and function of muscles. Fundamental points of muscle contraction, metabolism and fatigue.

3. Immune System: Cell mediated and humoral immunity, defensive

    properties of neutrophils and macrophages, phagocytosis and inflammation allergy.

4. Sense organs: Brief overview of the structure of skin, eye, ear, nose and tongue and their role in the perception of stimuli.

References :

1. Chatterjee, C.C. 1992 Human Physiology, Vol I & II (11th Edition) Medical Allied Agency, Calculta

2. Guyton, A. C. and Hall, J.B. (1995) Text book of Medical Physiology (9th edition) W.B. Saunders company, A division of Harceurt Brace and company.

3. Wilson, K.J.W. and Waugh A. (1996): Ross and Wilson, Anatomy and physiology in Health and Illness, 8th edition, Churchill Livingstone.

4. Tortora, J. and Grabowski S.R.(1996). Principles of Anatomy and Physiology 8th (ed.) Harper Collins College Publisher

5. Kale C.A. and Neil F. Samson N.F. Weight's Applied Physiology, O.U.P. (1994)

6. Sharma, S. Practical Biochemistry 1993. Classic Pub. House, Jaipur.

Cyber Security

Max. Marks : 60   /   Max. Marks : 100   **L T P C**
(CA: 20 + ESA: 40) / (CA: 40 + ESA: 60)   **4 0 0 4**

Section-A

Introduction to Cybersecurity, Cybersecurity: objectives, roles; Differences between Information Security & Cybersecurity. Cybersecurity Principles: The CIA triad (Confidentiality, integrity, & availability), Authentication & non-repudiation

Section-B

Information Security (IS) within Lifecycle Management, Lifecycle management landscape, Security architecture processes, Security architecture tools, Intermediate lifecycle management concepts, Risks & Vulnerabilities, Basics of risk management

Section-C

Operational threat environments, Classes of attacks, Incident Response, Incident categories Incident response, Incident recovery, Future Implications & Evolving Technologies, New & emerging IT & IS technologies Mobile security issues, risks, & vulnerabilities, Cloud concepts around data & collaboration

Text Books:

1. Introduction to Computer Networks and Cybersecurity , Chwan Hua, CRC Press, Taylor and Francis.

2. The Art of Software Security Assessment: Identifying and Preventing Software Vulnerabilities, 1st Edition, Addison-Wesley Professional.

Reference Book:

1. Cyber Security Essentials, James Graham, CRC Press, Taylor and Francis.

COM 412   Personal Financial Management

Max. Marks : 100
(CA: 40 + ESA: 60)

Objective: The objective of the course is to expose students to Personal Financial Management and its various components to enable them to improve personal financial management skills.

Note: The paper will contain ten questions having at least two questions from each unit. Candidates are required to attempt five questions in all taking at least one question from each unit.

Unit 1: Personal Finance: Introduction, Goals, Need, Personal Financial Statements, Personal financial planning process, Life cycle approach to financial planning, Components of financial plan, developing financial plan. Budgeting: Principles of Successful Budgeting, Spending money wisely, Time value of Money, careers in personal finance advisory, Bharatiya Model of Financial Literacy.

Unit 2: Introduction to various investment avenues: Mutual Fund, Types of Mutual Fund, Risk return ratio, performance evaluation, NAV Calculation (through excel). Insurance: Types of Insurance products Life and Non Life, Principle of insurance, Need for insurance, Requirement of Insurable risk, Role of insurance in portfolio diversification, Steps in Insurance Planning. Basics of Equity and Debt markets Other Investment avenues: Gold, PPF, Post office savings Scheme, Various Types of Bank Deposits.

Unit 3: Retirement Planning: Introduction to retirement planning process, estimating retirement corpus, determine retirement corpus, retirement products. Retirement solutions and pension plan, choosing the right product, Reverse Mortgage as a retirement avenue. Estate planning: Relevance, consequences of dying intestate, Element of Estate Planning, Tools of Estate planning, Wills, Gifts, Joint holding and nomination, Family settlement and trusts, Power of Attorney and Mutation, Succession Act (Hindu & Indian).

Unit 4: Tax planning: Heads of income, Exemptions and Deductions, Types of Assesses, Rates of Taxation, obligations for filling and reporting, return filling procedure, tax aspects of investment products and types of tax benefits, taxation of dividends taxation of interest income, taxation of capital gain, set off and carry forward of losses, Advance Tax planning and instruments for tax planning.

Unit 5: Regulatory Bodies and Ethical issues: Introduction to Regulatory bodies and various functions of the regulatory bodies RBI, SEBI, IRDA, redressal in banking, investor grievance redressal mechanism.

Suggested Readings:

1.   Swapna Mirashi, I can do Financial Planning (Academic Foundation New Delhi)

2.   Tax Planning by IMS Proschool (Mc-Graw Hill)

3.   Articles by Monika Halan, accessible on https://monikahalan.wordpress.com/

4.   Investment Planning by IMS Proschool (Mc-Graw Hill)

5.   Gopinath, Banking Principles & Operations- Snow white 2011.

6.   Retirement Planning & Employer Benefits by IMS Proschool (Mc-Graw Hill)

7.   Matai Sanjay, Your guide to Finance & Investments by Network 18 Publication Pvt Ltd.

8.   Irani Mehrab, Commandments for Financial Freedom by Vision Books.

9.   Introduction to Financial Planning by IMS Proschool (Mc-Graw Hill)

10.   Pandit Amar, The only Financial Planning book that you ever need Network 18 Publication Pvt Ltd.

11.   NISM-Series-X-A: Investment Adviser (Level 1) Certification Examination.

12.   NISM-Series-X-B: Investment Adviser (Level 2) Certification Examination

DES 502 Contemporary Global Issues

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **4 0 0 4**

Theory:

Section A

   a. Natural resources and their conservation.

- Renewable and non-renewable.

- Use and exploitation of natural resources.

- Water and solid waste management.

   b. Biodiversity and its conservation.

- Definition, types, importance and conservation.

- Introduction to environment science and ecosystem.

- Endangered and endemic species in India and world.

- Threats and remedies to protect the biodiversity globally.

   c. Environmental pollution.

- Definition, causes and types of pollution.

- Control and preventive measures of different types of pollution.

- Global problems and remedies to tackle pollution types.

   d. Human population and social issues.

- Causes and remedy to population growth and control measures.

- Social causes sex ratio, female infanticide, education of women affecting society.

- Public health and awareness.

- Role of information technology in environment and human sustenance.

Section B

Theoretical approaches to contemporary global management issues.

a. Energy security, food scarcity, global demographics, international aid relief, conflict resolution, global business, climate change, microfinance, globalization, regional blocs, environment management, development, regeneration program, and reform of the United Nations and other international organizations.

b. Triple concept of flows: flows of people (from international work migrants and asylum seekers to tourists and backpackers), flows of goods and capital (e.g. international trade, both in its legal and illegal dimension) and flow of information (with focus on digitalized information because of the major role of the internet). The study of flows will have perspective of sociology, human geography and international political economy and subsequent counter – flows, notably in terms of reactions, barriers, barriers and impacts.

c. International development including, economic development policy, regional development and policy, demographics and development, human geography of global change, microfinance, health and environmental management, community responses; public health and international development; institutional governance; poverty and inequality and the concerns and aspirations of the UN (Millennium Development Goals).

Section C.

a. Contemporary design scenario.

b. Role of design and designer in society.

MGMT 425 People Management

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **4 0 0 4**

Course Objectives:

On completing the course, students are able to,

• Develop the skills to analyze the organizational behavioral issues in the context of organizational theories, models, and concepts.

• Analyze the behavior of individuals and groups within organizations in terms of key factors that influence organizational behavior.

• Prepare for leadership roles in modern organizations. • Demonstrate the skills and knowledge needed to effectively manage human resource.

• Administer and contribute to the design and evaluation of the performance management programs

Section A

Personality - Definition, determinants of personality, Big Five Model, introduction to MBTI, major personality attributes influencing organizational behavior, personality-job fit theory, person-organization fit; Perception -

Meaning: process of perception, perception distortion, application of perception in organization. Learning- Definition, classical conditioning, instrumental conditioning, social learning, role of punishment and rewards in shaping behavior. Attitudes- Meaning, types of attitudes, cognitive dissonance theory.Values- Meaning,

value system, types of values, values across cultures.

Section B

Motivation- Definition, motivation cycle, Theories of motivation: Maslow's Hierarchy of Need's Theory, erzberg's Two Factor Theory, Theory X and Y, ERG Theory, Mc Cleland's Achievement Theory, Equity Theory.Leadership- Definition, Theories of Leadership: trait approach, behavioral theories (Ohio State Studies, Michigan Studies, Scandinavian Studies, Blake and Mouton's Managerial grid), contingency theories: (Fiedler's contingency theory, path-goal theory, LMX theory, Hersey and Blanchard's situational theory, Leader-Participation Model), overview of Charismatic and transformational Leadership. Groups- Formal and Informal groups, reasons for group formation, stages of group development- five stages development model, Punctuated-Equilibrium Model, Group Processes-social loafing, social facilitation effect, group vs. individual decision making, group think, group shift.

Power- Meaning: bases of power, power and politics.

Section C

HRM Concept, difference between HRM and Personnel Management. Human resource Planning-

process of HRP, techniques of demand forecasting and supply forecasting. Job Analysis- process and methods of Job Analysis. Procurement- Recruitment: process and sources of recruitment, Selection: process and tools of selection

Suggested Readings:

1. Robbins, Stephen P., and Sanghi,Seema(2007).*Organizational Behavior*(11 ed). Delhi:Pearson Education.

2. Luthans,Fred (2016).*Organizational Behavior*(12 ed).New York:McGraw-Hill Companies, Inc.

3. Pareek,Udai (2016).*Understanding Organizational Behaviour*(4 ed). New Delhi: SOxford University Press.

4. Dcenzo,David A., and Robbins, Stephen P. (2008). *Fundamentals ofHuman Resource Management* (8 ed).Haryana: Wiley India(p) Ltd.

5. Flippo*,* Edwin B. (1984).*Personnel Management*(6 ed).Singapore: McGraw- Hill Book Co.

6. Dessler,Gary(2009).*Human Resource Management* (11 ed).Delhi: Pearson Education.

Suggested E Learning Material:

1. Johnson, J. A. (2017). Big-Five model. In V. Zeigler-Hill, T.K.

2. Shackelford (Eds.), *Encyclopedia of Personality and IndividualDifferences* (1-16). New York: Springer. DOI: 10.1007/978-3-319- 28099-8_1212-1.

3. Smriti. (2018). *Motivation Cycle-Funadmentals of Psychology/Management Notes*. Retrieved from https://www.managementnote.com/motivation-cycle/.

4. Cappelli, P. (2018). *HR Exchange at Think.* Retrieved Fromhttps://www.youtube.com/watch?v=bTH3qEoXAhk

SW 506 NGOs, Social Advocacy and Networking

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **5 0 0 5**

Learning Outcomes: After the completion of this Course student will be able to

• Be competent in understanding varied roles of NGOs, Civil Society, and Cooperatives etc. in promoting status of different sections of the society.

• Understand the mechanism of social advocacy and legal support while working on various social issues.

• Develop knowledge on the importance of lobbying, propaganda, public opinion and Mass communication while working with NGOs.

Section A

Concept of Non Government Organization: Societies, Trust, Cooperatives, Civil Society and Voluntary Organization. Social Advocacy: Concept, Need, Principles, Steps and Means. Legal Support Mechanism: P.I.L., Lok Adalat, R.T.I., Legal Aid Programme. Advocacy issues: Displacement, Water and Forest, Unorganized Sector,
Child Abuse.

Section B

Lobbying and Propaganda: Political System and Social Advocacy, Public Opinion, Political Parties, Interest Groups and Pressure Groups, NGOs and Politics. Communication: Concept, Definition and Process, Barriers to Communication Mass Communication: Concept, Importance, Strategies and Techniques (Traditional and Modern), Use of information Technology in Social Advocacy. Media Relations: Type of Mass Media, Strategic choice of Media, Media Relation, Sensitizing Media and Media Documentation (Writing News, Features, Stories etc.)

Section C

NGO Networking: Network and Networking, Generic and Issue based Present Status of networking at National and International Scenario, Models of Networking. Challenges Faced in the sustainability of Network, Importance of Network in Social Advocacy

Recommended Books:

1. Meyer C. M. (1999*). The economics and politics of NGO in Latin America.* Westport, CT, and London : Praeger Publishers.

2. Dale, R. (2000). *Organisation and development strategies structures and processes.* New Delhi : Sage Publications.

3. Dantawala, M.L.(Ed). (1998). Social *change through voluntary action.* New Delhi : Sage Publications.

4. Abdelrahman, M. (2004). *Civil society exposed: The politics of NGOin Egypt.* London : Tarries Academic Studied.

5. PRIA (1989). *NGO – Government relations.* New Delhi : Participatory Research in Asia.

6. Sankaran & Rodriguesn (1983). *Handbook for management of voluntary organisation.* Madras : Alpha Publications.

7. Kamat S. (2002). *Development hegnemony: NGOs and the state in India.* Delhi; New York : Oxford University Press.

8. Werker & Ahmed (2008). What do non- governmental organization do? United States of America, American Economic Association, *Journal of Economic Perspectives*, 22 (2).

9. Charnovitz, S. (1997). "Two centuries of participation: NGOs and international governance." *Michigan Journal of international Law*, 18.

Suggested E- resources:

1. Advocacy in social work Platform: Sage publications.

Link: https://us.sagepub.com/sites/default/files/upm-binaries/90577 Ch__4_cox.pdf

2. Social work advocacy: professional self interest and social justice. Platform: Researchgate.

Link:https://www.researchgate.net/publication/283517910_Social_work_advocacy_Professional_self-interest_and_social_justice

3. NGO Interaction, coordination and networking. Platform: Researchgate.

Link:https://www.researchgate.net/publication/270392928_NGO_Inte

raction_Coordination_and_Networking

4. Lobbying and public relations: overlapping of two different professions. Platform: Croatian Scientific Bibliography. Link: https://bib.irb.hr/datoteka/797645.02commforum-jugo-miholiczigic.

Pdf

HSC 520 Introduction to Guidance and Counseling

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **4 0 0 4**

Learning Outcomes:

On successful completion of the course students will be able to:

• Explain core idea behind guidance and counseling and new emerging areas

• Assess guidance needs of different groups of people using suitable tools

• Plan, implement and evaluate guidance services and programmes

• Collect information about recent researches in field of guidance and counseling

• Explore the vocational opportunities in the field of guidance and counseling

Section A

1. Meaning, concept, need, functions and scope of guidance and counseling

2. Principles, philosophy, basic assumptions, evolution of guidance and counseling movement in India

3. Areas of guidance: education, vocational and personal social

4. Aims & objectives of guidance

5. Group guidance-concept and techniques

6. Section B

1. Various techniques & tools used in guidance: self profile, report of test results and their communication, case study

2. Observing client, visiting home, schools & place of work etc., conducting guidance/ counseling interview

3. Psychological tests on intelligence, creativity, personality, aptitude, attitude & values, their characteristics and uses

4. Role of different personnel in guidance & counseling: principal, teachers, career masters, guidance director, counselor, psychologist, psychiatrist, health specialists, physical instructor, parent, wardens and librarian

5. Need of public relations in guidance

6. Evaluation and research studies in guidance

Section C

1. Guidance services: need, importance, types and procedural details

a) Orientation

b) Information

c) Placement

d) Follow up

e) Counseling

2. A brief overview of approaches to counseling : directive, non–directive, eclectic and behavioral

3. Emerging areas of counseling

References:

- Bengalee, M. D. (1990). *Guidance and counseling.* Bombay: Sheth Publisher, Pvt. Ltd.

- Crow & Crow. (1960). *Introduction to Guidance*. New Delhi: Eurasia Publishing House.

- Dave, I. (1983). *The Basic Essentials of Counseling*. New Delhi: Sterling Publishers Pvt.

- Erford, B.L. (2007). Assessment for counsellors. NY: Lahaska Press.

- Gibson, R.L. & Mitchel, M. (2003). *Introduction to counseling and guidance* (7th ed). Indian Edition Delhi: Pearson Educational.

- Jones, A.J. (1970). *Principles of Guidance & Public Personal Write*.New York: McGraw Hill Book Co. Inc.

- Kenedy, E. (1947). *One Becoming a Counselor: A Basic Guide forNon-Professional Counseling*. New Delhi: Gill & Machmillan.

- Kocher, S.K. (1984). *Guidance and Counseling in Colleges and Universities*. New Delhi: Sterling Publishers Pvt.

- Rao, S.N (1993). *Guidance and Counseling*. New Delhi: Tata McGraw Hill Education Private Limited.

E-resources:

- Assessment in Counselling and Guidance https://drive.google.com/open?id=0Bwk5FIsI0ctxVFJCWVpQUTB lRkk

- Guidance and Counselling

https://drive.google.com/open?id=0Bwk5FIsI0ctxSm5ERUNtTG1 KalU

- Interventions in Counseling https://drive.google.com/open?id=0Bwk5FIsI0ctxV1IwQ3A2aTVS T0E

CS 206 Business Data Processing

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **6 0 0 6**

Learning Outcomes:

On successful completion of the course students will be able to

• Develop Business applications in Cobol.

• Identify all peripheral devices.

• Prepare of all documents developed during system development.

Syllabus

Unit 1

Introduction to Business organization: Business system and its environments, major business functions including production, marketing, personnel & finance, information systems need and role of management services. I/O devices: Properties of simple I/O devices, types of I/O devices - on-line, off-line, serial and parallel, commonly used I/O devices – keyboard, mouse, joystick, scanners, printers (impact & nonimpact), display devices (raster & random scan), color monitors, readable media inputs – CDROM, MICR, OCR. Memory and Storage Devices: Memory device characteristics, RAM, ROM, EPROM, Random & Sequential access storage devices, magnetic disks and disk drives, CDROM drives.

Unit II

System Analysis & Design: introduction, SDLC, Role of system analyst, investigation: project selection, feasibility analysis, fact gathering, System design & implementation, cost/benefit analysis, system evaluation, input form design, interfacing, input data validation, documents & its importance, system maintenance and its review.

Unit III

COBOL Language: COBOL program structure: Divisions, Sections, Paragraphs, Input-Output verbs, Data transfer verbs, conditional verbs including condition-name-condition, Table handling in COBOL.

Unit IV

Introduction to file processing: record, files, file organization: sequential, indexed & direct access (random) files, various file operations, master files and transaction files.

Unit V

File handling in COBOL: SORTING, MERGING, UPDATION, SORT & MERGE statements, Character handling, subroutine, Report writing facility in COBOL, Segmentation, Library facility.

Suggested Books:

1. Clifton, H. D. (1974). *Systems analysis for business data processing*.

2. Orilla, An Introduction to Business Data Processing, Mc Graw Hill

3. Roy, M. K., & Dastidar, D. G. (1989). *COBOL Programming*. Tata McGraw-Hill Education.

4. Awad, E. M. (1985). *Systems Analysis and Design*.

5. Irwin, R. D., .Stern, N. B., & Stern, R. A. (1985). *Structured COBOL Programming*. John Wiley & Sons.

Suggested E-Resources:

1. COBOL Programming http://www.csis.ul.ie/cobol/course/Default.htm

2. Norton, P. (2002). *Introduction to computers*. McGraw Hill.

https://onlinestudy4u.files.wordpress.com/2012/10/introduction-tocomputers- by-peter-norton-6th-ed.pdf

JMC 402 Data Journalism

Max. Marks : 100   **L T P C**

(CA: 40 + ESA: 60)   **5 0 0 5**

Learning Outcomes:

Student will be able to:

• Identify steps in the reporting process for Data Journalism

• Understand the use of right data in a basic news story.

• Identifying, gathering and exploring a dataset for an investigative story.

• Understand the use of statistics to analyse data.

Section A

What is data Journalism- Introduction of Data Journalism, how to find data,Data Gathering- how do you do it?How do you find the data – sources and techniques, scraping data - using the web as a data source;Visualising

the data: what works and what doesn't; Alternative Data Sources, Common Data Formats

Section B

Story Telling from Data- How to Find a Story in Data, How Data is Used for Public Interest Stories,Specific Data Stories,planning a Data Story: Hypothesis andQuestions, Enriching Stories with Data, Data Driven Interviews

Section C

Data Analysis-Analysing Fact Sheets, Understanding Data, Organizing Data, Verifying Data, Summarizing and Simplifying Data Insights, Essential Statistics, Evaluating Data Interpretation, Data Privacy, Data Visualization

Suggested Readings:

1. Felle, T., John Mair, & Damian Radcliffe. (2015). *Data Journalism: Inside the Global Future.* Theschoolbook.com.

2. Jonathan Gray, J., Lucy Chambers , & Liliana Bounegru. (2012). *The Data Journalism Handbook: How Journalists Can Use Data to Improve the News.* London: O'Reilly Media.

3. Mair, J., Richard Lance Keeble , & Megan Lucero. (2017). *Data Journalism: Past, Present and Future.* Theschoolbook.com.

4. Vallance-Jones, F., & David McKie . (2016). *The Data Journalist: Getting the Story.* Canada: OUP .

5. Wusthof, I. (2018). *Data-Driven Journalism.* German: Grin Verlag.

e-Learning Material

The Data Journalism HandbookEdited by Jonathan Gray, Liliana

Bounegru, andLucy Chambers

https://datajournalismhandbook.org/uploads/first_book/DataJournalismHan

dbook-2012.pdf

BEST PRACTICESFOR DATA JOURNALISM KUANG KENG by

KUEK SER

https://www.kbridge.org/wp-content/uploads/2018/04/Guide-3-Best-

Practices-for-Data-Journalism-by-Kuang-Keng.pdf

Educational strategies in data journalism: A comparative study of six

European countries

Show all authors Sergio Splendore, Philip Di Salvo, Tobias Eberwein

https://journals.sagepub.com/doi/abs/10.1177/1464884915612683

Ethics for Digital Journalists: Emerging Best Practicesedited by

Lawrie Zion, David Craig

https://books.google.co.in/books?hl=en&lr=&id=QJxeBAAAQBAJ&oi=fn

d&pg=PA202&dq=data+journalism+pdf&ots=Ih1uI20-

Nf&sig=qe0BHNGtDV_ydQr3Nxhv9of8u9k#v=onepage&q=data%20journ

alism%20pdf&f=false

BVF 017 Selected Writings of Great Authors - I

Max. Marks : 100   **L T P C**

(CA: 40 + ESA: 60)   **2 0 0 2**

Objectives: The objectives of the course of study are:

1. To fulfill one of the objectives of Five Fold Education (Panch Mukhi Shiksha) of Banasthali University that is to educate girls in cultural traditions and preserving and inculcating the essential values and ideas of Indian Culture.

2. To develop an acquaintance with Indian Epics.

3. To develop analytical faculty and habit of self study and reading good books among the students.

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

  ◦ गांधी की कहानी (हिन्दी / अंग्रेजी) — लुई फिशर

  ◦ दशरथनन्दन राम (हिन्दी / अंग्रेजी) — चक्रवर्ती राजगोपालाचार्य

VOC 009 Library Science - I

Max. Marks: 100   **L T P C**

(CA: 40 + ESA: 60)   **1 0 0 2**

Learning Outcomes:

'   Students will be able to recognize and apply contribution of library science to other fields.

Understand the principles for identification, selection, organization, evaluation, retrieval, dissemination, evaluation and preservation of information in all formats.

'   Understand the basics of the documentation for the future researchers.

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

Introduction to Library Science

-   Five laws of library Science

-   Reading habits (measures for its promotion)

-   Types of libraries (Academic, Public and Special)

Sources of Information (Printed)

-   Primary and secondary sources of information

-   Reference sources (Types and uses)

-   Dictionary (Lexicon, Glossary, Thesaurus)

-   Objectives of a standard dictionary

Academic/Scientific Communication: Print form

-   Books vs. Journals/Periodicals

    Basic tenets of a books

Contents: text books and research books)

Authorship: (single, joint and multiple authors, editor) Year: Edition, reprint

Publisher and Place of Publication

-   Measure of a standard book

Journals

-   Basic tenets of a journal

-   Editors(s), Publisher, Periodicity, Volume, Issues no. Page.

-   Types of Journals (based on the contents) Journal, Abstracting, Indexing

-   Article vs. Research paper (Abstract, Index, Reference, Bibliography)

Academic writing

Research paper, Dissertation, Thesis, Project, Assignment

- Research paper (how to write a research paper)

Academic writing

Research paper, Dissertation, Thesis, Project, Assignment

- Research paper (how to write a research paper)

Nature of Research Paper: Considerations

- Limiting of subject,

- Selecting and organizing, (giving a title)

- Paraphrasing and Plagiarizing

- Revising and polishing

- Proof reading

- Supporting and documenting,

- Reference/ Footnotes,

- Bibliography

Academic documentation (Example: Reference/Research Paper)

- Objectives of Academic Documentation

- Steps:

- Finding materials : the card catalogue, standard bibliographical sources,

- Evaluating material : The audience, length and documentation, primary and secondary sources, publisher, author, value

- Taking notes : sample to be shown and made

- Making of a reference/Footnotes

- Making of a bibliography

- Making of a proof

- Making of a reference

- Making of common abbreviation used in notes

VOC 009L Library Science – I Lab

Max. Marks: 100   **L T P C**
(CA: 40 + ESA: 60)   **0 0 2 2**

- Cataloguing of books according to AACR-II of the following

- Single and joint authors

- Authors with collaborators (translator, editor, reviser, Commentator etc.)

- Edited books (Title as heading)

Semester Assessment

- Reference Paper & Note taking

- Proof Reading **Scheme of Examination Theory**

Practical: Cataloguing

Q. Catalogue 2 out of 3 titles

Note: The external examiner will conduct the viva-voce and the reference paper will be placed before the examiner. In the viva the question will be asked from the entire syllabus.

Suggested Books:

1. Rangnathan, S. R. (1957). *Five laws of library science.* Madras: Madras Library Association.

2. Swain, Nirmal K. (2000). Talking of Book Culture. In S. D.Vyas, Usha Pawan and Nirmal K. Swain (Eds). *Readings in Library Science (*pp.257-262)). Jaipur: Raj Publishing House.

3. Millward, Celia(1980). *Handbook for Writers.* Winston: Holt, Rinehart.

   4. Irmscher, Willium F. (1981).*The Holt Guide to English(* 3rd ed).

Winston: Holt, Rinehart.

5. Girija Kumar & Krishan Kumar, (1990) .*Bibliography(*3rd rev. ed).

New Delhi: Vikash Publishing House.

6. Sood, S. P. & M.R. Rawatni. Kriyatmak (1991). *Dewey Dasamlab*

Bargikaran, Jaipur: R.B.S.A. Publishers.

7. Sood, S.P. (1996). *Kriyatmak AACR_II*. Jaipur:R.B.S.A. Publishers.

8. Modern Language Association (1990). *MLA Handbook for Writers of*

     Research Papers, Joseph Gibaldi Ed. (4th ed.) Washington, DC.

Suggested E-Resources:

Five Law of Library science

1. https://babel.hathitrust.org/cgi/pt?id=uc1.$b99721&view=1up&seq

=20

2. https://www.nios.ac.in/media/documents/SrSecLibrary/LCh-004.pdf

3. https://www.librarianshipstudies.com/2017/09/five-laws-of-library- science.html

4. http://egyankosh.ac.in/bitstream/123456789/35226/5/Unit-4.pdf

Reading habits (measures for its promotion)

1. https://www.indiastudychannel.com/resources/145813-How-To- Promote-Reading-Habits-and-Skills-In-Children.aspx

2. http://www.iosrjournals.org/iosr-jhss/papers/Vol14- issue6/C01461317.pdf?id=6916

3. https://unesdoc.unesco.org/ark:/48223/pf0000013412

4. https://www.oxfordlearning.com/encourage-good-reading-habits/

Types of libraries (Academic, Public and Special)

1. http://www.kuk.ac.in/userfiles/file/distance_education/Year-2011-

2012/B_Lib%20lecture%201.pdf http://egyankosh.ac.in/bitstream/123456789/34898/1/Unit-2.pdf

VOC 015 Entrepreneurship - II

Max. Marks : 100   **L T P C**

(CA: 40 + ESA: 60)   **2 0 0 2**

Learning Outcomes:

Upon Completion of the course the student will be able to

٬ Get insights related to dynamics of entrepreneurship ecosystem so that they can assume leadership roles through team building for generating economic and social value.

٬ Get the knowledge of customer development, customer validation, and competitive analysis while utilizing design thinking.

٬ Create a business plan that articulate and apply financial, operational, organizational, market, and sales knowledge.

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

Course Objective:

1. To facilitate students to recognize, create and shape opportunities, so that they can provide the leadership and build team generating economic and social value

2. To understand the basic concepts of venture creation

Course Contents :

٬ Idea validation and creating Business Model : Developing solutions; Sizing the opportunity; Building MVP.

 ٬ Financial and Non financialsupport : Revenue streams; Pricing and

Costs; Sources of funds; Importance of project management.

 ٬ Marketing and Sales : Positioning; Channels and Strategy; Sales Planning.

 ٬ Team : Importance of teambuilding; Complementary skill sets.

٬ Legal issues : brief overview of-intellectual property rights, patents, trademarks, copy rights, trade secrets, licensing.

 ٬ Business Plan Writing

Suggested Reading:

1. Desai, V. (2012). The Dynamics of Entrepreneurial Development & Management (5ed.). Mumbai: Himalaya Publishing House.

2. Drucker, P. F. (1985). *Innovation and Entrepreneurship* (1ed.). Uttar

Pradesh: Harper Collins.

3. Gupta, A.K. (2016). *Grassroots Innovations (Minds On the Margin Are Not Marginal Minds)* (1ed.). New Delhi: Random House India.

4. Hisrich, R. D., Manimala, M. J., Peters, M, P. & Shepherd, D. A. (2014*). Entrepreneurship* (9ed.). New Delhi: McGraw Hill.

5. Jain, P. C. (1999). *Hand Book for New Entrepreneurs* (1ed.). New Delhi: Oxford University Press.

6. Roy, R. (2011). *Entrepreneurship* (2ed.). New Delhi: Oxford University Press.

Suggested E Learning Material:

1. Majumdar, P. S. (2018, December). *Support and Eco System for Startups*. Retrieved from You tube: http://www.youtube.com/watch?v=TVDYWdiKWgU

2. Meyer, J. (2012, December). *The art of Entrepreneurship*. Retrieved from You Tube: http://www.youtube.com/watch?v=ATLUouxwykM

DES 107L Introduction to Photography Lab

Max. Marks: 100   **L T P C**

(CA: 40 + ESA: 60)   **0 0 6 3**

Practical:

Section-A

Understanding of Photography tools: What's The Right Camera; Introduction to Lenses; How Modern Cameras Work- F-Stops & Shutter Speeds; What Are F Stops; How The Shutter Work; Introduction to Exposure Control. Depth of Field: How Depth Of Field Works; Compensation With Shutter Speeds; Selective Depth Of Field Examples; Using The Scale And Preview

Section-B

Lenses: Lens Focal Length; Lens Speed; Lens 'angle-of-view'; Lens Extenders Daylight Photography: To Write With Light; How to Use Light; Our Changing Sunlight; Shooting in Bright SunlightFlash Photography: Creating Your Own Light; Flash, Types & Sizes; Exposure Controls; Flash Examples Filters :Using Color Filters; Skylight And UV Filters; The Polarizing Filter; Special Effects Filters :Using Color Filters; Skylight And UV Filters; The Polarizing Filter; Special Effects Filters

Section-C

Introduction to Light Hardware, Dimmers and Cables, Tungsten lights, Cool lights and Flash Lights; Technical details of power consumption; Mix dimmer load, solo dimmer load, load distribution and power requirement; Light Stands, Cutter Stands, Flags and Dollies for Lights. Use of Natural Lighting as the only available light; Use of reflectors, flaxy reflectors, skimmers; still photography lights and flash Guns, trigging sync lights; multiple light setup Practical Lighting for Commercial Projects, Difference between Day and Night Lighting, Setup of a complex TV set, News Setup, Chroma Key Lighting; Projects Using Porta Lights/Jokar Par and Portable Lights.

Learning Outcomes:

Upon completion of the course, the students will be able to:-

• Understand about the technical and creative aspects of photography.

• Use the lighting techniques for indoor and outdoor Photography.

• Execute different theme/subject (creative) based photographs.

Recommended Books:

1. Bate, David (2016), *Photography-The Key concepts*, UK: Berg Publishers,

2. Langford, Michael, *Langford's Basic Photography*, Waltham, Massachusetts: Focal Press Book

3. Lou, Jacobs (Jr.) (2013), *Point and Shoot*, US: Amphoto.

4. Freeman, John (2002), *Practical Photography, How to Get the Best Picture Every time*, US: Ultimate Editions

5. Arena, Syl (2012). *Lighting for Digital Photography: From Snapshots to Great Shots,* San Francisco: Peachpit Press

6. Long, Ben. (2001). *Complete Digital Photography*. United States US. Cengage Learning, Inc.

7. Kelby, Scott. (2007). *The Digital Photography Book Volume 1 & 2*. United States US. Peachpit Press.

CS 437 Web Technology

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **4 0 0 4**

Objectives ____

- To enable the students to learn the concept of Internet and its relevance in organizational functioning.
- Introducing the design principles and techniques of web site design.

  To familiarize the students with Web Design and Development Process using Web Languages (like HTML, JavaScript, PHP etc.)

Section-A

Internet: Concept of Networking, Applications, Evolution of Internet, Basic Internet services, WWW, Concept of Web browser, Web server, Domain Name Server (DNS), URL, HTTP, Internet Service Providers, Search engines, Cookies, Basics of Web site design, Characteristics of a good website, Web hosting and Web publishing, Web crawlers, Introduction to Web Design Tools (Front page, Dreamweaver).

HTML: Introduction, Elements, Structure of HTML code, Attributes, Headings, Paragraphs, Styles, Formatting, Lists, Quotations, Links, Images, Tables, Forms, Frame, DHTML.

Section-B

Cascading Style Sheets (CSS): Syntax, Internal, External and Embedded CSS. CSS: Text, Fonts, Links, Tables, Border, Outline, Margin, Class Selector, ID Selector.

JavaScript: Introduction, Syntax, Data types, Variables, Expressions, Operators, Conditional statements, Looping structures: while, do while, for. Arrays, Functions, Forms and validations, Event Handling, DOM of JavaScript, JavaScript objects.

Section-C

PHP Introduction: Origin, PHP with the Web Server, syntax, data types, variables, constant, expression, operator, Control structure, Loops, Functions, argument passing in functions, References, Pass by Value & Pass by references, Return Values, Variable Scope, Array, Form handling, String handling, Cookies and Sessions, Basics of MySql, Connectivity with MySql.

Text Books:

1. Deborah S. Roy, Eric J. Roy , "Mastering HTML 4.0", BPB Publication.
2. Ivan Bayross, "Web Enabled Commercial Applications Development Using HTML, DHTML and PHP" Ivan Bayross, 4th Edition, BPB Publication.
3. Steven Holzner , "PHP: The Complete Reference ", McGraw-Hill, 2008.
4. P.J. Deitel & H.M. Deitel, "Internet and World Wide Web How to Program", Pearson Education.
5. Raymond Greenlaw, Ellen Hepp, "Fundamentals of Internet and the World Wide Web", McGraw-Hill Higher Education; 2nd Edition.

CS 437L Web Technology Lab

Max. Marks: 100   **L T P C**
(CA: 40 + ESA: 60)   **0   0 4 2**

Lab Number	Problems
L1-L2	Create a page with HTML basic tag like, Paragraph, formatting, inserting image
L3	Create different types of list using HTML
L4	Create pages with internal and external linking using HTML
L5-L6	Create different types of tables using HTML
L7	Create different types of image maps using HTML
L8-L9	Create pages with different frame formats using HTML
L10-L11	Create pages using HTML form, CSS Introduction
L12- L14	Types of CSS Designing a web page using Font Tables and Link in CSS and HTML
L15	Create a pages using DIV
L16	Create a pages using Class and ID Selector
L17-18	Java Script Introduction, Use of data types, variables, constant, Expression, operator in Java Script
L19-L21	Use of conditional statements in Java Script
L22-L24	Use of looping statements in Java Script
L25-26	Java Script functions
L 27- L28	Java Script DOM and Event in Java Script
L29-L30	PHP Introduction, Use of data types, variables, constant, Expression, operator
L31	Use of conditional statements in PHP
L32-L33	Use of looping statements in PHP
L34-L35	Creating different types of arrays
L36-37	Usage of array functions
L38-39	Creating user defined functions, Functions Call by value and call by reference
L40	Form handling using GET, POST
L41	Creation of sessions, Cookies
L 42	Creating web page using Query String and Hidden Field
L43- L45	Database Connectivity, ADD, DELETE, UPDATE and VIEW data from database

DES 503 Marketing and Entrepreneurship

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **4 0 0 4**

Course Objectives:

The course aims to acquaint the students with challenges of starting new ventures and enable them to investigate, understand and internalize the process of setting up a business.

Theory:

Section – A

Entrepreneurship: Concept, knowledge and skills requirement; characteristic of successful entrepreneurs; role of entrepreneurship in economic development; entrepreneurship process; factors impacting emergence of entrepreneurship; managerial vs. entrepreneurial approach and emergence of entrepreneurship.

Section – B

Starting the venture: generating business idea – sources of new ideas, methods of generating ideas, creative problem solving, opportunity recognition; environmental scanning, competitor and industry analysis; feasibility study – market feasibility, technical/operational feasibility, financial feasibility; drawing business plan; preparing project report; presenting business plan to investors.

Section – C

Functional plans: marketing plan – marketing research for the new venture, steps in preparing marketing plan, contingency planning; organizational plan – form of ownership, designing organization structure, job design, manpower planning; Financial plan – cash budget, working capital, Performa income statement Performa cash flow, perform balance sheet, break even analysis.

Sources of finance: debt or equity financing, commercial banks, venture capital; financial institutions supporting entrepreneurs; legal issues – intellectual property rights patents, trade marks, copy rights, trade secrets, licensing; franchising.

Suggested Readings:

- Hisrich, Robert D., Michael Peters and Dean Shepherded, Entrepreneurship, Tata McGraw Hill, ND

- Barringer, Brace R., and R., Duane Ireland, Entrepreneurship, Pearson Prentice Hall, New Jersey (USA).

- Lall, Madhurima, and ShikhaSahai, Entrepreneurship, Excel Book, New Delhi.

- Charantimath, Poornima, Entrepreneurship Development and Small Business Enterprises, Pearson Education, New Delhi.

ENVS 402 Ecology and Environment

Max. Marks : 100   **L T P C**

(CA: 40 + ESA: 60)   **4 0 0 4**

Section A

Introduction to Environment

a) Concept of Environment

b) Factors of the environment: Physiographic, Climatic, Edaphic, Biotic and Anthropogenic.

c) Bio Geochemical Cycles: The Carbon cycle, the Oxygen cycle, the Nitrogen cycle.

d) The Hydrological cycle.

Section B

Concept of Ecology, Ecosystem and Biomes

a) Concept of Ecosystem: With special reference to desert, forest and aquatic ecosystem.

b) Food chain, Food web & succession.

c) Ecological Pyramids and their types.

d) Energy flow in ecosystem.

e) Concepts of Biomes. Major biomes of the world: Tropical forest, Temperate forest, Grassland and Tundra.

Section C

Environmental Pollution and its Effect

a) Environmental pollution-Pollutants and sources:

   1. Water pollution,

   2. Soil pollution,

   3. Air pollution and

   4. Noise pollution.

b) Global warming

c) Global climatic changes: Indicators and Theories

d) Biodiversity: Threats and Conservation

Books Recommended:

1. Atkinson & Raw, Michael (2007): Biogeography. Philip Allan Updates.

2. Gautam, A (2007): Environmental Geography, Sharda Pustak Bhawan, Allahabad.

3. Gautam, A. (2005): Resource and Environment (in Hindi), Sharda Pushtak Bhawan, Allahabad.

4. Huggett, R. J (1998): Fundamental of Biogeography. Routledge, London.

5. Kayastha, S.L. and Kumra V.K. (1986): Environmental Studies. Tara Book Agency, Varanasi.

6. Mathur, H.S.(1998) : Essentials of Biogeography, Pointer Publishers, Jaipur.

7. Mehtani, S. & Sinha, A. (2010): Biogeography. Commonwealth Publisher.

8. New begin : Plant and Animal Geography.

9. Odum, E. P. (1975): Ecology. Rowman and Littlefield, Lanham USA.

10. Odum, E.P.(1968) : Fundamentals of Ecology, W.B. Sanders. Company, Philadelphia and London.

11. Saxena, H. M. (1999): Environmental Geography. Rawat Publications., Jaipur and New Delhi.

12. Saxena, H. M. (2000): Environmental Management. Rawat Publications., Jaipur and New Delhi.

Stage Performance - I

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **0 4 8 8**

1. Solo performance (30 minutes) selected by student according to syllabus

2. Ability to recite the Boles giving Taal during the performance as in a Traditional Kathak recital.

Paper III – IV (Practical)

List of Taals :

    (a) Trital (b) Chautal   (c) Jhaptal (d) Pancham savari (e) Dhamar Taal

    (f) Rudra Taal (g) Shikar Taal

Note

1. Performance of any three taals according to syllabus.

2. Special Attention of used Bandish in performance.

3. Compulsory practice in variety of Bandish and Layakari

TSKL 401 Communication Skills

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **2 0 0 2**

Objectives:

- To overcome hesitation and fear of public speaking

- To improve communication skills and enhance personal effectiveness

- To improve writing skills and instill confidence while writing for job applications

- Developing skills for facing group discussions and job interviews confidently.

Section-A

Types of Communication- oral communication, written communication- formal, informal, Business letters – types of letter, writing letters, business correspondence, applying for job, Resume writing, filling out employment application. Language skills: constructing correct sentences by using the right tenses, prepositions, concord. Vocabulary building .

Section-B

Report writing- Defining and determining reports purpose, Report Planning, collecting information, Developing an outline, section of report, types of report, writing short reports, writing long project reports. Writing an abstract for a research paper, dissertation, project report, guidelines for writing a good abstract.Writing a project synopsis-research project synopsis and summer training project synopsis. Guidelines for writing a good research paper.

Section-C

Introduction to soft skills and hard skills, self development-etiquette and manners, positive attitude and self confidence, motivation skills, communication skills. Body language: Facial Expression, Posture, Gesture, eye contact, Appearance (Dress Code). Interpersonal Skills: Negotiations, listening skills, social skills, assertive skills, cross-cultural communications. Goal setting, priority management, time management & career planning. Resume building, Group discussions and Interview skills: Effective interview techniques, mock interviews, stress interviews.

Text Books:

1. Raman Meenakshi & Sharma Sangeeta, Technical Communication –Principles and Practice, Oxford University Press, New Delhi,2004.

2. Kaul, Asha, Business Communication 2nd edition, PHI learning Pvt Ltd, New Delhi, 2009.

3. SOFT SKILLS, 2015, Career Development Centre, Green Pearl Publications.

Reference Books:

1. Tyagi Kavita & Mishra Padma, Advanced Technical Communication, PHI learning Pvt Ltd. New Delhi, 2011.

2. Sharma Sangeeta & Mishra Binod, Communication skills for Engineering and Scientists, PHI learning Pvt Ltd, New Delhi, 2009.

3. Flatley, Lesiker.,Basic Basic Business Communication, 10th edn. New Delhi : Tata McGraw Hill, 2005.

4. Flatley, Lesiker.,Basic Business Communication:Making Connections in a Digital World, 11th edn. New Delhi : Tata McGraw Hill, 2008.

5. Chaturvedi, P.D. and Mukesh Chaturvedi, Business Communication, 2nd edition New Delhi:Pearson, 2011.

6. Covey Sean, Seven Habit of Highly Effective Teens, New York, Fireside Publishers, 1998.

7.   Carnegie Dale, How to win Friends and Influence People, New York: Simon & Schuster, 1998.

8.   Thomas A Harris, I am ok, You are ok , New York-Harper and Row, 1972.

PHAR 515 Intellectual Property Rights

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **4 0 0 4**

SECTION-A

Intellectual property rights (IPR): Definition, scope, objectives, Concepts and fundamentals: intellectual property (IP), intellectual property protection (IPP) and intellectual property rights (IPR); economic importance, mechanism for protection of intellectual property.

Patents: (Criteria for patentability, Indian patent act. 1970, filing of a patent application, precautions before patenting-disclosures/non-disclosures, publication-article/ thesis, prior art search – published patents search, internet search patent sites, specialized service search requests, costs, patent application forms and guidelines, fee structure, time frames, jurisdiction aspects, types of patent application-provisional, non-provisional, PCT and convention patent applications, international patenting requirement procedures and costs.

Patent infringement: Meaning, scope, litigation, drug related patents infringements, case studies and examples, patenting by research students.),

SECTION-B

Copyright, **Trademarks:** (Introduction, meaning of trademark, criteria for eligibility, filling application for trademark registration).

Trade secrets: Scope modalities and protection case studies. Role of IP in pharmaceutical industry.

Trade related aspects of intellectual property rights: Intellectual property and international trade, concept behind WTO (World Trade Organization), WIPO (World Intellectual Property Organization), GATT (General Agreement on Tariff and Trade), TRIMS (Trade Related Investment Measures) and GATS (General Agreement on Trades in Services).

WTO-objectives, scope, functions, structure, status, membership and withdrawal, dispute settlement, impact on globalization

SECTION-C

Technology development/transfer commercialization related aspects: Meaning, drug related technology development, bioequivalence (BE), scale-up, semi-commercialization and commercialization– practical aspects and problems, significance of transfer of technology (TOT), bottlenecks, managing technology transfer, guidelines for research students, scientists and related personnel, TOT agencies in India APCTD, NRDC, TIFAC, IBCIL, TBSE/SIDBI.

TOT related documentation: Confidentiality agreements, licensing, MOUs, legal issues, compulsory licensing and issuing of access to medicines, DOHA declaration.

Related quality systems: Objectives and brief review of US-FDA, UK-MCA, and TGA guidelines.

Standard institutes and certification agencies like: ISI, BSS, ASTM.

JMC 502R Advertising Management

Max. Marks : 100　　　　　　　　　　　　　　　　　　　**L　T　P　C**

ESA : 100　　　　　　　　　　　　　　　　　　　　　　**0　0　4　2**

Learning Outcomes:

The students will be able to:

• Understand basic and emerging concepts and principles in relation to better decision making in the areas of Advertising

• Integrate various functions with organizational goals and management strategies.

Course content:

Advertising Management: Introduction, Meaning and Framework of Advertising; Defining Advertising;　Advertising to Persuade the Buyer; Importance of Advertising in Marketing; Role of Advertising in Marketing Mix and Positioning; Advertisers and Advertising Agencies; Choosing an Advertising Agency, Brand Management:

Concept, Various Theories and Models in Brand Management, Media Planning: Introduction, Media Objectives; Media Options; Measuring Media Audiences, Advertising Budgets: Introduction, Factors Influencing Budget Setting, Allocating the Marketing Communication Budget.

Suggested Readings:

• Wells, William, John Burnett, Sandra Moriarty (1989) *Advertising: Principles and Practice* :Pearson Prentice Hall.

• Harriosn, Tony Ed. (1989) *A Handbook of Advertising Techniques*, London : Kogan Page, K. Chandrakandan, Noorjehan A.K. Hanif, N. Balasubramani, C. Karthikeyan.

• B.N. Ahuja, S.S. Chabra (1897) *Advertising and Public Relation,* Delhi : Surjet Publication.

• Shah Kruti and D'Souza, Alan (2012) *advertising & promotions an IMC perspective,* New Delhi : Tata McGraw Hill.

• Clow, Kenneth, Baack, Donald (2003) *Integrated Advertisements, Promotion and Marketing Communicatio*, New Delhi : Prentice Hall of India.

E-Learning materials:

What is Advertising - Introduction to Advertising management -

YouTube

https://www.youtube.com/watch?v=Qm6QsFq9uz8 Advertising Management - Department of Higher Education

164.100.133.129:81/econtent/Uploads/Advertising_Management.pdf

What is ADVERTISING MANAGEMENT? What does

ADVERTISING ...

https://www.youtube.com/watch?v=RLmW6GRbEE8

Introduction to Advertising Management - Notes - BBA|mantra

https://bbamantra.com/advertising-management/

Advertising Management - Meaning and Important Concepts

https://www.managementstudyguide.com/advertising-management.htm

IT 412 Internet of Things

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **4 0 0 4**

Learning Outcomes:

After successful completion of the course students will be able to

• Understand the concept of IoT.

• Understand what constitutes an IoT design solution.

• Identify the sensors and basic electronic design needed for different IoT solutions.

• Analyze basic proptocols of IoT.

• Implement basic IoT applications on Arduino and Raspberry Pi to provide IoT solutions for various domains.

Section A

Introduction of IoT, Sensing, Actuation, Sensor Networks, Machine-to- Machine Communications M2M to IoT –Introduction, industrial structure for IoT, architecture for conversion of M2M to IoT, design principles ,capabilities of IoT, IoT network architecture , standard protocols, IoT Architecture Reference Model, Introduction to SDN, SDN for IoT, Data Handling and Analytics, Introduction to Cloud and Fog Computing, Sensor- Cloud. Domain specific applications of IoT: Home automation, Industrial applications, Surveillance applications, other IoT applications.

Section B

IoT Access Technologies: Physical and MAC layers, Bluetooth, RFID, WiMax, topology and Security of IEEE 802.15.4, 802.15.4g, 802.15.4e, 1901.2a, 802.11ah and LoRaWAN – Network Layer: IP versions, Constrained Nodes and Constrained Networks – Optimizing IP for IoT: From 6LoWPAN to 6Lo, Routing protocols (Routing over Low Power and Lossy Networks) Application Transport Methods: Supervisory Control and Data Acquisition, Application Layer Protocols: CoAP and MQTT, Security in IoT protocols.

Section C

Introduction to concept of IoT devices, IoT configurations, basic components, networking, sensors, introduction to Edge computing and Embedded IoT. Introduction to Arduino, types of Arduino, Arduino toolchain, Arduino programming structure, Sketches, Pins, Input-output from pins using sketches, Introduction to Arduino shields, Introduction to Raspberry-Pi microcomputer Accessing GPIO pins, Sending and receiving signals using GPIO pins

Suggested Books:

• Jan Holler, Vlasios Tsiatsis, Catherine Mulligan, Stefan Avesand, Stamatis Karnouskos, David Boyle, "From Machine-to-Machine to the Internet of Things: Introduction to a New Age of Intelligence", 1st Edition, Academic Press, 2014.

• Vijay Madisetti and Arshdeep Bahga, "Internet of Things (A Handson- Approach)", 1stEdition, VPT, 2014.

• Francis daCosta, "Rethinking the Internet of Things: A Scalable Approach to Connecting Everything", 1st Edition, Apress Publications, 2013

Suggested E-Learning Material:

1. https://onlinecourses.nptel.ac.in/noc19_cs31

2. https://www.edx.org/course/introduction-to-the-internet-of-things-iot-1

3. https://www.edx.org/course/sensors-and-devices-in-the-iot

4. https://www.edx.org/course/iot-networks-and-protocols

5. https://alison.com/course/internet-of-things-and-the-cloud

6. https://online.stanford.edu/courses/xee100-introduction-internet-things

DRMA 101 Acting and Speech

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **4 0 0 4**

Learning Outcomes: On successful completion of the course students will be able to:

• Develop Vocal, Physical and Imaginative Skills to Express the Emotions.

• Understand the Various Acting Theory of the World.

• Understand the Styles of Indian Folk Dramas.

• Understand the Elements of Drama Analysis.

Content -

Unit 1 Detailed study of PARSI RANGMUNCH

• History and Development

• Drama - Yahudi ki Ladki

• Actors

• Writer

Unit 2 Study of Important Acting theories

• Bharat

• Stynislavasky

• Brecht

Unit 3 Study of Indian Folk Drama

• Ram Leela

• Rasleela

• Kudiyattam

• Yatra

Unit 4 Detailed Study of Speech

• Dramatic Speech & Normal Speech

• Vocal organs & Articulator organs

• Respiratory system

• Urdu diction

Unit 5 General Principal of Play analysis

• Yahudi ki Ladaki - Aaga Hashra kashmiri

• Aashad ka ek din - Mohan Rakesh

• Andher nagari - Bhartendu Harish Chandra

• Ghasiram Kotwal – Vijay Tendulkar

Book Recommended :

1. History and Development of Parasi Theatre - Ranveer Singh.

2. Natya Shastra of Bharat muni (Relevant Chapters) Chaukhamba, Varanasi.

3. An actor Prepares - Stynislavsky, methoen-London.

4. Paramparik Bhartiya Rang Munch - Anant Dharaen by Vatsayan

National Book Trust, Delhi.

5. Related Drama Book.

HSC 202   Family Clothing

Max. Marks: 100   **P T T C**

(CA: 40 + ESA: 60)   **4 0 0 4**

Objectives:

- To impart knowledge regarding factors that affect selection of clothes and fabric for individuals of different age groups as well as household linens.

- To understand the basic concepts of fashion.

- To develop the knowledge of sketching.

Note : The paper will contain ten questions in all, at least two questions from each unit. Candidates are required to attempt five questions taking one question from each unit.

Unit I Selection of fabric for different garments. Garment type and their selection- outer garments and under garments. Readymade and home made garments

Unit II Family clothing decisions- steps and factors. Family wardrobe principles- community, budget, occasion, climate, occupation, interest, size, composition of the family, fashion, quality and accessories.

Unit III Children's clothes: selection of fabrics, design, colour for children garments according to age. Clothing for adolescence, middle age and old age. Factors influencing consumption of textiles

Unit IV Sociological, physical and psychological aspects of clothing. Definition intelligent buying & care of table linen, towels and bathroom ensemble. Buying guidelines for bed sheet, pillow slips, blanket. Selection of upholstery, carpet and cushion materials

Unit V Problems of textile consumer, market practices that exploit consumer, causes of exploitation. Concept and significance of consumer education. Labelling to help consumer in intelligent selection and care. Precautions to be observed during purchase of textile. Consumer redressal - consumer protection act, procedure for filing complaints.

References:

1.   Tate, M.T. and Glisson, O. (1967): Family clothing. John Wiley and Sons.

2.   Lewis, D.S. & Bowers, M.G.(1960). Clothing construction and wardrobe planning. Macmillan Company, New York.

3.   Alexander (1972): Textile Products, Selection, Use and Care, Miffen Co., London.

4.   Gini Stephens Frings: (2005) Fashion from concept to Consumer, Prentice Hall, New Jersey.

HSC 202L Family Clothing Lab

Max. Marks : 100
(CA: 40 + ESA: 60)

L P T C
0 0 4 2

Drafting, cutting and stitching of clothing for:

- Infant- Baby layette, Romper.

- Children- Frock, Shirt/Bushirt, Shorts (Designing and construction with emphasis on growth, comfort, self help features).

- Adult- Blouse, Kalidar / Simple Kurta, Salwar / Churidar pyjama, Gent's pyjama.

CS 203 Application Software for Management

Max. Marks: 100   **L T P C**

(CA: 40 + ESA: 60)   **4 0 0 4**

Course Objectives:

1. The main objective of this course is to provide students with the background to design, implement, and use database management systems

2. Provide an introduction of DBMS and their use;

3. Describe the main features and function of the DBMS;

4. Describe & Design of relational database and E-R diagrams;

5. To enable students to learn the concept of application software for business.

6. To work with basic application software tools like MS Excel, MS Access, Tally, Photoshop and its relevance in organizational functioning.

Note: The paper will contain ten questions having at least two questions from each unit. Candidates are required to attempt five questions in taking at least one question from each unit.

Course Contents:

Unit I

Organization of data in files, Introduction to Database and DBMS, Advantages and Disadvantages of Databases, Cases in Marketing, HR, Finance, Production etc.

Unit II

Understanding Databases and its Environment, Understanding concept of Relational Model, Logical View of Data, Keys, Integrity Rules, Relationships, ER Model, Database Design, Normalization, SQL – DML & DDL.

Unit III

Querying with QBE Grid, Creating and Customizing forms, Viewing data using forms, Exploring form Design Tools, Building forms, using Macros, Macro Window, Building Macros, Building Reports, Saving form as a report, Importing and Exporting Data.

Unit IV

Features of Computerized Accounting, Company Creation, Alteration and Deletion of Company, Accounts Configuration: General Configuration, Accounts/Inventory Information Configuration, Classification of Accounts: Accounts group, Ledger Accounts, Hierarchy of Accounts, Reserved Accounts group, Contents of Reserved group, Account groups of balance sheet.

Unit V

Graphics Environment : IDE, Creation of Files, Understanding Interface, Toolbox, Floating Palettes, Storing and Retrieving Files, Type Basics : Raster versus Vector Programs, Working with Types, Creating and nderstanding Selection, Moving and Floating Selection, Flag Collage, Filling and Stroking Working in Layers, Clock Collage, Truck Collage.

Learning Outcomes:

Upon completion of the course the student will be able to:

• Understand the use and basic designing of a database system

• Understand the concept of relational databases and normalization

• Design a database and run queries using MS Access

• Create ledger accounts and balance sheets using Tally

• Use Photoshop for simple image editing and creating collages.

Suggested Readings:

1. Greenberg, A. D. (2000). *Fundamental Photoshop 5.5* (1 ed.), New Delhi, Mc Graw Hill.

2. Nadhani, A. N. (2007). *Implemeting Tally ERP 9* (1 ed.), New Delhi,BPB Publications.

3. Saxena, S. (2000). *MS Office 2000 for Everyone* (1 ed.), New Delhi,Vikas Publication.

Suggested E-Learning Material

1. Studios, S. (2018, March 24). *Adobe Photoshop For Absolute Beginners*. Retrieved March 2019, from Youtube:

https://www.youtube.com/watch?v=KfXSt4XLedc

2. World, G. L. (2017, December 30). *Tally ERP 9 Basic Course forBeginners - Free Tally*. Retrieved March 2019, from Youtube: https://www.youtube.com/watch?v=1d2y7J0gESM

CS 219L Application Software for Management Lab

Max. Marks: 100   **L T P C**
(CA: 40 + ESA: 60)   **0 0 4 2**

Course Objectives:

1. The objective of the course is to enable the students to learn the concepts of Excel, Tally, Photoshop.

2. To develop understanding of the computers for practical purpose.

Course Contents (100 hrs.)

Understanding Database in Excel 8 hrs.

1. Data Management in Excel

2. Using Conditional Formatting

3. Sorting and Filtering Data

4. Organizing and Editing Data

5. Grouping and Outlining Data

6. Consolidating Data

Database Creation Using Access 38 hrs.

1. Creating tables (Understanding fields, data types, range etc.)

2. Establishing relationships

3. Creating Tables using Wizard

4. Creating Tables using Data View

5. Creating Select Queries

6. Designing queries with QBE Grid

7. Creating other types of queries (Cross tab, update etc.)

8. Creating forms using wizards

9. Creating Forms using Toolbar

10. Inserting data in tables using forms

11. Validating Forms

12. Creating Reports for table data

Financial Accounting Using Tally 16 hrs.

1. Creating Companies

2. Creating Voucher and Journal Entries

3. Implementing Trial Balance

4. Checking Balance Sheets

Graphical Applications using Photoshop 8 hrs.

1. Implementing effects on images

2. changing format of images

3. Applying layers on images

Project

1. Implementing a Business Oriented DBMS Application.

Learning Outcomes:

Upon completion of the course the student will be able to:

• Use computer for better business presentations.

• Get ready for the entry level jobs where computer knowledge is necessary.

Suggested Readings:

1. Greenberg, A. D. (2000). *Fundamental Photoshop 5.5* (1 ed.). New Delhi: Mc Graw Hill.

2. Nadhani, A. N. (2007). *Implemeting Tally ERP 9* (1 ed.). New Delhi: BPB Publications.

3. Saxena, S. (2000). *MS Office 2000 for Everyone* (1 ed.). New Delhi: Vikas Publication.

Suggested E-Learning Material

1. Studios, S. (2018, March 24). *Adobe Photoshop For Absolute Beginners*. Retrieved March 2019, from Youtube: https://www. youtube.com/watch?v=KfXSt4XLedc

2. World, G. L. (2017, December 30). *Tally ERP 9 Basic Course forBeginners - Free Tally*. Retrieved March 2019, from Youtube: https://www.youtube.com/watch?v=1d2y7J0gESM

DES 222L Sound Design and Video Editing Lab

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **0 0 6 3**

Practical:

Dialogue, foley, fx& background music, Sync and non sync sounds

Equipment & Recording Technique: Introduction to sound recording hardware, Cables and connectors and flow of sound, Stereo and multi-track sound recording softwares

Sound designing for various projects: Sound designing for an animation film, Dubbing and sound designing for feature films, Sound for special projects

Stereo and 5.1 Sound mixing: Stereo mixing of projects, Automation, panning and effects, Concept of 5.1 mixing for theatre

Editing: Introduction of editing; Physical and Psychological Justification of editing, cutting and Reaction, Dramatic Emphasis; Impact of sound on the technical aesthetic aspects of Film Editing; Integrating dialogue and visuals; Conventions of Continuity Editing: Convention of Directional Continuity, point of view in editing, parallel action/cross cutting/inter cutting, time manipulation, visual & temporal transitions, visual punctuations, audio transitions; Principle of continuity editing: Selection of shots, order of shots, editing the picture, selection of Angles and Magnifications, timing, smoothness, matching consecutive actions, matching tone, making sound flow over a cut; Editing for different Genre. Experiments in Editing; Understanding video formats and different form prevalent in media. Edit machine in practice and latest trends in special effects. Introduction to television switchers, Chroma screen shooting and post production, understanding special FX plug-ins compatible with FCP, Adobe Premiere pro and After effects; Integration of new technologies with basic edit software, possibilities over internet and other web technology; Understanding basics of the job of a sound recorders, cameraman and director working as one on a shoot in continuity film, dialogue exercise, documentary and fictional film.

Learning Outcomes:

Upon completion of the course, the students will be able to:-

• Understand about the editing and sound designing for short film projects.

• Ability to use editing and sound techniques to make a short audiovideo projects.

• Understand the importance of post production work for films.

Recommended Books:

1. Gibbs, Tony (2007)*The Fundamentals Of Sonic Art & Sound Design*, Lausanne: AVA Publishing

1. Murch, Walter (2001), *In the Blink of An Eye*, US: Silman-James Press

2. Gorbman, Claudia, (1994), *Audio-Vision: Sound On Screen*. New York: Columbia University Press

3. Roy, Thompson and Christopher, J. Bowen (2017), *Grammar of the Edit*, UK-Routledge

4. Lamb, Gabriel (2011), *A Thesis in Editing and Sound Design*, Riga:VDM Verlag

JMC 513R Tourism Planning and Sustainable Development

Max. Marks : 100   **L T P C**
ESA : 100   **0 0 4 2**

Learning Outcomes:

The students will be able to:

• Develop an understanding of the basic concepts of Tourism Planning, both for public and private sector.

• Nurture good knowledge about planning & sustainable development.

Course Content:

Tourism Planning at International, National and State Level Tourism, Objective Setting, Goal setting, Strategy setting and Plan writing, Destinations Tourism planning, significance, Positive and negative impacts of tourism (environmental, economic, socio-cultural), Tourism in various bio-geographic realms and specific situation of environmental concern, Synergism between tourism promotion & nature conservation, Environment and tourism – areas of conflict, symbiosis and synergy, Global Warming and Sustainable Development, The Nature and Scope of Sustainable Tourism, Sustainable Tourism Development-Guiding Principles for Planning and Management, Community based tourism Eco-tourism.

Suggested Readings:

• Fossati, A., & Panella,G. (2000). *Tourism and Sustainable Economic Development.* New York, NY: Springer Publishing Company

• Lanza, A., Markandya, A., & Pigliaru, F. (2005). *The Economics of Tourism And Sustainable Development (The Fondazione Eni Enrico Mattei (Feem) Series on Economics And the Environment)* Cheltenham, UK: Edward Elgar Publishing

• Pineda, F. D. (2013). *Tourism and Environment*. Southampton, UK:WIT Press

• Aronsson, L. (2000). *The Development of Sustainable Tourism*. New York, NY: Continuum Publishing

E-Learning materials:

Chapter - 7 Sustainable Tourism Planning - Shodhganga

shodhganga.inflibnet.ac.in/jspui/bitstream/10603/147579/12/12_chapter%2 07.pdf

(PDF) Planning of Sustainable Tourism Development - ResearchGate

https://www.researchgate.net/.../257716150_Planning_of_Sustainable_Tour ism_Develo...

principles and practice of sustainable tourism planning - Human ...

www.humangeographies.org.ro/articles/11/8DUMBRAVEANU.pdf

(PDF) Tourism Planning and Development in Crete: Recent Tourism ...

https://www.researchgate.net/.../249023681_Tourism_Planning_and_Devel opment_in_..

Chapter 4 Tourism Planning and Development - ppt video online ...

COM 409   Indian Ethos and Culture

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **4 0 0 4**

Objective: The course aims to develop understanding about the main characteristics of Indian ethos and culture along with relevance in contemporary times. To assimilate Indian ethos and values relevant for commerce, management and entrepreneurship. To enable participants with skill to analytically approach Indian ideas for application in life.

Note: The paper will contain 10 questions having 2 questions from each unit. Candidate will be required to attempt 5 questions taking 1 question from each unit.

Unit 1: Rationale for studying Indian ethos, Overcoming cognitive dominance, Concept of Indian ethos and culture, Indian cultural traditions, Indian folk lores, proverbs and local idioms as a source of management, Insights for commerce from of Panchtantra stories.

Unit 2: Concept of Yin Trinity and implications, Vivekananda's ideas on Vedant, Concept of Purusharth, Karma Yog,Basket of needs, Harm minimization & harmonization, Commerce principles in Kautilya's Arthshastra

Unit 3: Character competence, Values & ethics, Value categorization, Panchmukhi Vikas, Dada Bhai Naoroji's Drain theory, Brain Drain and economic implications , Integrative intelligence as a solution to VUCA.

Unit 4: Indian models of holistic approach - OSHA, VEDA Model, Indian tools of creativity: Techniques for mind liberation, Arrival of best: A foundation principle for human values

Unit 5: Indian ethics & the spirit of development, Business Systems in Ancient India, Business ethos & the concept of Shubh Labh, Spiritually guided materialism, Bharatiya Model of Financial Literacy

Suggested Readings:

1.   Subhash Sharma: Management in New Age: Western Windows Eastern Doors Management, New age publication.

2.   Management Concepts in Ancient Indian Psycho- Philosophical Thought and Their Significance for Present Day Organization- Ipshita Bansal, Popular Book Depot.

3.   Subhash Sharma: New Mantras in Corporate corridors From Ancient Routes to Global Roots, New age Publications.

4.   S.K. Chakraborty: Human Values for Managers, Oxford University Press.

5.   Sharda S. Nandram, Puneet K. Bindlish, Wim A.J. Keizer: Understanding Integrative Intelligence Embodied in S model, Springer.

6.   Sharda S. Nandram, Puneet K. Bindlish: Managing VUCA Through Integrative Self- Management, Springer

7.   Bhagwad Geeta(Geeta Press)

8.   Vishnu Sharma: Panchtantra Stories, Chaukhamba Publications.

9.   Madhav Shastri: "Kyo", Chaukhamba Publications.

10.   Jeevancharya Vigyan(Geeta Press)

11.   A history of Indian Econmic Thought : Asit Das Gupta Routledge Publication.

DES 512 Conceptualization

Max. Marks : 100 **L T P C**
(CA: 40 + ESA: 60) **2 0 0 2**

Theory:

Section A

a. Relationship between innovation, visualization and conceptualization.

b. Introduction to creativity as a competitive resource.

 - Explaining creativity.

 - Creativity and psychology.

 - Creativity process.

 - Thought process and types of thinking.

c. What is design? Design process.

d. Visualization of design concept, sources and inspiration.

e. Transformation of 2D to 3D visualization and its characteristics.

Section B

a. Elements of design/principles of design.

b. Definition and necessity of design in daily life.

c. Form and function, texture.

d. To understand human psychology of color, gender preference and marketing techniques.

e. CAD in design.

Section C

a. Conceptualize design based on clients' needs and utility.

b. Understand market trends, products, demand and retail, and viability of design commercially.

c. To develop lateral thinking and generate innovative ideas.

d. Analyze and generate innovative solutions to solve design problems.

e. Introduction to strategic design brand management.

f. History of modern design – chronological identification of major events, discoveries, products, techniques and materials related to the global scenario.

DES 512L Study of Innovation, Visualization and Conceptualization Lab

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **0 0 4 2**

➢ Concept generation and its product development.

HSC 523 Nutrition for Health and Fitness

Max. Marks : 100   **P T P C**
(CA: 40 + ESA: 60)   **4 0 0 4**

Objectives:

· To understand the components of health and fitness and the role of nutrition in these.

· To make nutritional dietary and physical activity recommendations to achieve fitness and well being.

· To develop ability to evaluate fitness and well being.

Section A

1. Introduction to fitness, wellness and lifestyle management. Basic principles of physical fitness. Definition, components and assessment criteria of age – specific fitness and health.

2. Holistic approach to the management of fitness and health:

    - Energy input and output

    - Diet and Exercise

    - Effect of specific nutrients on work performance and physical fitness.

3. Nutrition, exercise, physical fitness and health inter-relationship

Section B

Dietary supplements and ergogenic aids

1. Nutrition in sports: Sports specific requirements Diet manipulation pre performance and post game meal. Diet for person with high energy requirements, stress, fracture and injury.

2. Water and electrolyte balance: Loss and their replenishment during exercise, effect of dehydration, sports drinks.

3. Effect of work environment on health, safety, and performance adaptive responses

    (i) physical factors-heat, cold, noise, vibration and light.

    (ii) nutritional factors (water, electrolyte, energy, foods, protein, vitamin, essential trace minerals),

    (iii) Environmental contaminates (dust, gases, fumes, chemical)

Section C

1. Significance of physical fitness and nutrition in the prevention and management of -

    • weight

    • diabetes mellitus

    • Cardiovascular disorders

2. Nutrition and exercise regimes for pre and post natal fitness

3. Alternative systems for health and fitness like ayurveda, yoga, meditation, vegetarianism and traditional diets

References:

1. Mahan, L.K. & Eccohstum P.S (2000) Krause's Food , Nutrition and Diet therapy 10th Edition , W.B. Saunders Ltd.

2. Sizer F and Whitney , E (2000) Nutrition – concepts and controversies 8th Edition, Wadsworth, Thomson Learning.

3. Whitney E.N. & Rolfes S.R. (1999) Understanding Nutrition 8th Edition west wads worth, An Multinational Thomson Publishing Co.

4. Ira Wolinsky (Ed.) Nutrition in Exercise and spots 3rd Edition.

5. Parizkova, J. Nutrition, Physical activity and heath in early life, Ed. Wolinsky, CRC Press.

6. Shils, M.E. Olson . J.A., Shike, N. and Ross, A.C. (Ed.)(1999) Modern Nutrition in Health and Disease 9th Edition Williams and Wilkeins.

7. MCArkle, W. Katch . F. and katch, V (1996) Exercise physiology Energy, Nutrition and human Performance, 4th Edition Williams and Wilkins, Philadelphia.

Journals :

1. Medicine and Science in sports and Exercise

2. International Journal of Sport Nutrition

HSC 523L   Nutrition for Health and Fitness Lab

Max. Marks: 100   **L P T C**
(CA: 40 + ESA: 60)   **0 0 2 2**

1.   Assessment of nutritional status and Physical fitness
   - Height, weight, BMI
   - Mid Upper arm circumference
   - Skin fold thicknesses
   - WHR
   - Diet survey and diet calculations

COM 407 ENTREPRENEURSHIP

Max. Marks: 100   **L T P C**

(CA: 40 + ESA: 60)   **4 0 0 4**

Objectives : The aim of this course is to spread an entrepreneurial culture, by combining a set of technical and social skills, which are aimed to encourage the creation of new entrepreneurship or intra-entrepreneurship projects. This course aims to contribute to the development of an entrepreneur attitude and to make students look closely to subjects related to the entrepreneurship process.

Note: The paper will contain 10 questions having 2 questions from each unit. Candidate will be required to attempt 5 questions taking 1 question from each unit.

Unit 1: What is Innovation? What is Entrepreneurship? The Power of Entrepreneurship, Entrepreneurial traits and competencies, entrepreneur vs intrapreneur, social intelligence for entrepreneurs, classification and types of entrepreneurship, Factors affecting entrepreneurial growth

Unit 2: Motivation, Entrepreneurial Motivational training, Different Motivational theories, Grass-root ideas in entrepreneurship, Meaning of rural entrepreneurship and problems of rural entrepreneurship

Entrepreneurial support systems- current government policies and measures towards promotion of entrepreneurship; Incubation cell

Unit 3: Social Entrepreneurship: Concept, Models of social entrepreneurship (Elkington & Hartigan 2008) and relevant case studies, Triple bottom line and role of social entrepreneurs

Women Entrepreneurs: Reasons for low women entrepreneurs in India, role, problems and prospects, stories of women entrepreneurs.

Why entrepreneurs fail, how they succeed? Case studies of start ups

Unit 4: MSME: Definition, role in India's economic development, Sources of information for entrepreneurs in India, Incentives and benefits available to MSME entrepreneurs. Creating Entrepreneurial Venture: Ideation - sources of new ideas, methods of generating ideas; creative problem solving; opportunity recognition; environmental scanning: SWOT, PESTLE; competitor and industry analysis

Unit 5: Feasibility study: Technical, Financial, Marketing, Personnel and Management, preparing business plan. Sources of capital: debt or equity financing, commercial banks, venture capital; financial institutions supporting entrepreneurs Legal issues: brief overview of- intellectual property rights, patents, trademarks, copy rights, trade secrets, licensing. Business Crises

Suggested Readings :

1. Jain P.C. : Hand Book for New Entrepreneurs, Oxford University Press

2. Hisrich Robert D., Manimala Mathew J., Peters Michael P., Shepherd Dean A.: Entrepreneurship, McGraw Hill Publication

3. Desai Vasant : Dynamics of Entrepreneurial Development & Management, Himalaya Publishing House.

CS 513 Computer Applications

Max. Marks : 100   **L T P C**

(CA: 40 + ESA: 60)   **3 0 0 3**

Learning Outcome:

After completion of the course, the student will be able to:

• Basic knowledge of the computer system and its peripherals.

• Concept of operating system and their functions

• Understand databases and Network applications.

• Understand concept of Application software tools like MS- WORD, MS-EXCEL, MS-PowerPoint and SPSS.

Section- A

Introduction: What is Computer, Applications of computer, Elements of computer: Hardware & Software, Block Diagram of Computer System Functions of the computer components, Concept of Data and Information, Evolution and Classification of Computer Software: What is Software and Types of Software Operating System: Introduction and function of Operating System Programming languages: Generation of languages, Language Translators: Assembler, Compiler and Interpreter Database Management Systems: Concepts & Applications

Section- B

PC Software:Word Processing: Creating, opening and Saving Documents, Formatting, Inserting Tables and Pictures and Mail Merge Spreadsheets Package: Creating, Opening & Saving Worksheets, Use of Formulas & Functions, Charts: types, creation, editing. Sorting and Filtering of Data, What-if analysis: Scenarios & pivot table, Goal Seek. Presentation Packages: Introduction to Presentation Packages, Inserting Slides, Templates, Slide views, Graphics and Animation Introduction to Computer Network: What is Network, Advantages, types of Network: LAN, WAN,

MAN Internet: Applications, Web browsers, Servers, Internet Services- WWW, E-mail, URL, Search Engines, Concept of Blogging

Section- C

Analysis through Statistical Packages (SPSS): Types of Variables, Classification and Tabulation of Data, Graphical presentation of Data: Histogram, Bar, and Pie Diagram. Import/Export of Data, Measures of Central tendency: Mean, Mode, and Median. Measure of Dispersion: Standard Deviation. Correlation analysis, Chi-Square Test.

Recommended Books:

1. Sinha, P. K. (2004). *Computer Fundamentals: Concept, Systems and Applications*. BPB Publications.

2. Goel, A. *Computer Fundamentals.* Pearson Education

3. Jaiswal, S., (1996) *P.C.Software Bible*. Galgotia, New Delhi.

4. Garg, P., Gupta, S. (2013). *Computer Fundamentals & Office Automation*. Shubham Publications.

5. Govil, M.C. *Computer Fundamentals and Programming in C.* Jaipur Publication House.

6. Forouzan, A. B. *Data Communications & Networking* (4th ed.). Tata McGraw-Hill.

E- Learning Material

• https://nptel.ac.in/courses/106105082/

CS 513L Computer Applications Lab

Max. Marks : 100   **L T P C**

(CA: 40 + ESA: 60)   **0 0 4 2**

Learning Outcome:

After completion of the course, the student will be able to:

S.No. Practical

1. Introduction to SPSS

2. Introduction to Different Table

3. How we represent data in SPSS (Data View and Variable View)

4. How we import and export the file in SPSS

5. Creation of Histogram, Bar and Pie diagram

6. Import the file in SPSS and Perform following operation

(i) Frequency Analysis for each variable and draw Histogram.

(ii) Descriptive Analysis for each variable

7. Perform frequency analysis Generate Pie chart showing age in X

axis, Gender in Y axis Slice by name, age, gender.

8. Perform the Mean Mode and Median operation using SPSS on

given data set.

9. Perform frequency analysis Generate Bar chart between age and

education. Define, id, Name, Age, Gender, Educational

Qualification, Educational course

10. Find out the standard deviation using SPSS on given data set.

11. Perform correlation analysis

12. Perform nonparametric chi Square test.

Recommended Books:

R1. Sinha, P. K. (2004). *Computer Fundamentals: Concept, Systems and Applications*.

R2. Goel, A. *Computer Fundamentals.*Pearson Education

R3. Govil, M.C. *Computer Fundamentals and Programming in C.* Jaipur Publication House.

R4. Forouzan, A. B. *Data Communications & Networking* (4th ed.). Tata McGraw-Hill.

JMC 505 Digital Media

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **4 0 0 4**

Learning Outcomes:

The students will be able to:

• Describe the techno-cultural discourse surrounding new-media technologies and practice.

• Evaluate communication technologies as the articulation of power and as an agent of social change.

• Evaluate ethical and legal considerations in working with digital media.

Section-A

Understanding the Technology-Introduction to concepts of digitization and convergence, Application software: Word processing, Spreadsheet, Image Editing. Introduction to Internet, World Wide Web (WWW),Search Engines. Overview of New Media Industry Introduction to Web-designing: Role of Navigation, Color, Text, Images, Hyperlinks, Multimedia elements and Interactivity.

Nature of the Web-Vast amount of information generated each day, Revolutionary change in communication, The unparalleled benefits of the net and Social Media. Freedom of expression V/s Privacy, The "Dark Net", Largest ungoverned space on earth.

Section-B

Online Journalism & Social Media-Traditional vs Online Journalismdifference in news consumption, Online Writing & Editing, Social Media, Web 1.0, 2.0 3.0 4.0 5.0,Mobile Communications & Technology

Cyber Laws, Ethics & Programming-Cyber Crimes & Security: Types and Dimension, Cyber Laws & Ethics, Elements & Principles of Web Designing, Basic Programming – HTML

Section-C

Internet & New Media-Digital Media Marketing and Advertising: Introduction, Features of Online Communications, Digital media and communication ICT, digital divide, Information Society & Media Convergence Networking, ISP & browsers, Over The Top Media Services (OTT), Digital Terestial Television(DTT) Platforms

PSY 409 Human Values and Professional Ethics

Max. Marks : 100   **L T P C**

(CA: 40 + ESA: 60)   **5 0 0 5**

Learning Outcomes:

After completion of the course, the students will be able to:

• Describe and evaluate ethical and social value in historical and cultural contexts.

• Evaluate the role of ethical leadership promoting effectiveness of the organizations.

• Identify the competencies and issues professional ethics.

• Distinguish between values and skills, happiness and accumulation of physical facilities, the self and the body, intention and competence of an individual.

Section A

1. Human Values: Meaning, Significance, Types and Theoretical approaches: Rokeach's Model, and Schwartz's Model of Basic Human Values.

2. Self Exploration – content and process: 'Natural Acceptance' and Experiential Validation. Continuous Happiness and Prosperity – basic Human Aspirations.

3. Ancient Scripture and Values: common ethical values in different religions.Values in the world of modernization.

Section B

4. Harmony in the Human Being/ Myself/ Family and Society: Human being as a co-existence of the sentient 'I' and the material 'Body'. Needs of Self ('I') and 'Body' – Sukh and Suvidha.

5. Body as an instrument of 'I'. Characteristics and activities of 'I' and harmony in 'I'. Harmony of I with the Body: Sanyam and Swasthya.

6. Harmony in the family. Values in human relationship; meaning of Nyaya and Ubhay-tripti. Trust (Vishwas) and Respect (Samman) as the foundational values of relationship.

Section C

7. Professional ethics: Conceptual understanding, Ethical inquiry and Ethical perspectives.

8. Natural acceptance of human values. Definitiveness of Ethical Human Conduct.

9. Leadership and Ethics. Ethical Decision making: Factors Promoting Ethical Decision.

10. Competence in professional ethics: augment universal human order, scope and characteristics of people-friendly and eco-friendly production systems.

11. Ethical issues in workplace, Ethical dilemmas.

Recommended Books:

1. Gaur, R. R., Sangal, R., &Bagaria, G. P. (2009).*A Foundation Coursein Human Values and Professional Ethics*. Excel books Pvt.Ltd

2. Gaur, R. R., Sangal, R., &Bagaria, G. P. (2009).*Teacher's Manual*.

3. Goel, A. &Goel, S. L. (2008).*Human Values Principles and Practice*, Deep and Deep Publications PVT. LTD, New Delhi.

4. Tripathy, A. N. (2003).*Human values*, New Age International Publishers.

5. Banerjee, B. P.(2005).*Foundations of Ethics and Management*, Excel books.

6. Bajpai, B.L. (2008). *Indian Ethos and Modern Management*, New Royal book Co; Lucknow.

7. Dhar, P. L., & Gaur,R. R. (1990).*Science and Humanism*, Commonwealth Purblishers.

8. George, S. (1991).*How the Other Half Dies*, Penguin Press.

9. Donella, H. M., Meadows, D. L., Randers, W., &Behrens, W.(1972). *Limits to Growth.* Club of Rome's Report, Universe Books.

10. Palekar, S. (2000). *How to practce Natural Farming.*Pracheen(Vaidik) Krishi Tantra Shodh, Amravati.

11. Nagraj, A. (1998).*Jeevan VidyaekParichay.*Divya Path Sansthan, Amarkantak.

12. Schumacher, E. F. (1973).*Small is Beautiful: a study of economics as if people mattered.* Blond & Briggs, Britain.

Suggested E-learning Material:

1. Introduction to Ethics http://samples.jbpub.com/9781449649005 /22183_CH01_Pass3.pdf

2. Introduction to Ethics https://www.soas.ac.uk/cedep-demos/000_ P563_EED_K3736-Demo/module/pdfs/p563_unit_01.pdf

3. Basic Human Values in the Workplace https://helda.helsinki.fi/ bitstream/handle/10138/23465/basichum.pdf?sequence=2

ENVS 412 Climate change and Environment

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **4 0 0 4**

Learning Outcomes:

After the completion of this course, students will be able to:

• Describe the concept of climate change.

• Identify the indicators of climate change and explain the various theories.

• Explain the impact of El Niño and La Niña.

• Describe carbon sequestration policies related to climate change.

Course Content:

Section A

Concept of Climate change, Indicators and theories. Global Carbon Cycle: Stocks and Fluxes of Carbon in terrestrial and marine ecosystems and anthropogenic impact, Carbon Sequestration Impact of El Niño and La Niña on environment, Insolation and Heat Budget.

Section B

Ozone depletion: Mechanism and consequences Impact of acid rain on environment Photochemical smog: Mechanism and formation, Impact of Deforestation, Mining on environment.

Section C

Policy Perspective: UNFCC, Role and Function of IPCC, Kyoto Protocol and its implication on Developed and developing countries. Clean Development Mechanism (CDM) and its operation Environmental protection efforts in India and abroad.

Recommended Books:

1. Bal, A. S. (2009). *An Introduction to Environmental Management*(1st ed.). Mumbai, India: Himalaya.

2. Bayon, R., Hawn, A., & Hamilton, K. (2009). *Voluntary Carbon Markets*(2nd ed.). Abingdon, United Kingdom: Routledge.

3. Hester, R. E., & Harrison, R. M. (Eds.). (2010). *Carbon capture: sequestration and storage* .Cambridge, United Kingdom: Royal Society of Chemistry.

4. Kumar, S. (2011). *Protecting Environmental Issues- A Quest for NGO's*. New Delhi, India: AVON.

5. Rajagopalan, R. (2014). *Environmental Studies*(2nd ed.). New Delhi, India: Oxford University Press.

6. Singh, S. (2015). *Environmental Geography*.Allahabad, India: Pravalika.

7. Strahler, A.N. (1988). *Earth Science*. New Delhi, India:Harper and Row.

8. Wilson, E., & Gerard, D. (2007). *Carbon Capture and Sequestration Integrating Technology, Monitoring, Regulation*. Ames, IA: Blackwell.

Suggested e-learning materials:

1. Climate Change

https://swayam.gov.in/courses/5257-climate-change

https://nptel.ac.in/courses/119106008/40

BIO 422 Environmental Biology and Biotechnology

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **4 0 0 4**

Learning Outcomes:
After successful completion of the course, students should be able to:

• identify key factors responsible for ecosystem balance and explain different efforts which can be undertaken for restoration and environmental remediation

• comprehend the toxicity of various environmental pollutants and their influence on ecosystem

• understand different waste management processes and generation of energy from waste

• describe various roles played by microbes in biodegradation, bioremediation and plant growth promotion

Section A

• Structure and functions of ecosystem.

• Energy flow in organisms, energy pathways & models, energy efficiencies.

• Basic concept of Population Ecology–Inter & intra-specific interactions among populations.

• Community structure & dynamics: Ecological succession.

• Natural resources & conservation: water, soil**,** forest, wild life.

• Environmental challenges & sustainable development; Environmental Laws & Acts.

Section B

• Heavy metal toxicity, agrochemical pollutants: Bioremediation of heavy metal pollution and oil spills,

phytoremediation.

• Radiations as environmental pollutants. Effects of radiations at cellular, molecular & genetic level. Disposal of radioactive waste.

• Waste water treatment- sources of waste water, strategies used in primary, secondary & tertiary treatments, water reclamation.

Section C

• Biofertilizers, biopesticides, compost & vermicompost.

• Biofuels: Biogas, bioethanol, biodiesel, biohydrogen. Biodegradable plastics.

• Biodegradation of xenobiotic compounds: Simple aromatics, chlorinated polyaromatic petroleum products & pesticides; role of degradative plasmids.

• Solid waste management: types, treatment & disposal strategies.

• Bioleaching of metals, microbially enhanced oil recovery. Bioindicators.

Suggested Books

➢ Allen, K. (2016). *Environmental Biotechnology*. New Delhi, India: CBS Publishers.

➢ Miller, G.T. (2004). *Environmental Science: Working With The Earth* (10th ed.). Singapore: Thomson Asia.

➢ Milton, W. (Ed.). (1999). *An Introduction to Environmental Biotechnology*. USA: Springer.

➢ Modi, P. N. (2015). *Sewage treatment & disposal and waste waterengineering*. New Delhi, India: Rajsons Publications Pvt. Ltd.

➢ Odum E. P. (2006). *Fundamentals of Ecology* (5thed.). Boston, US: Cengage.

➢ Sharma, P.D. (2008). *Environmental Biology and Toxicology*. Meerut, India: Rastogi Publications.

➢ Sodhi, G.S. (2002). *Fundamental Concepts of Environmental Chemistry*. New Delhi, India: Narosa Publishing House.

➢ Tripathi, B. N., Shekhawat, G. S., & Sharma, V. (Ed.). (2009). *Applications of Biotechnology*. Jaipur, India: Aavishkar Publishers.

➢ Vallero, D.A. (2016). *Environmental Biotechnology*: *Abiosystems approach*. US: Elsevier.

➢ Wright, R. T. (2015). *Environmental Science: Toward a Sustainable Future*. UK: Pearson Education.

Suggested e-resources

➢ **Ecosystem structure**

http://www.biologydiscussion.com/ecosystem/ecosystem-its-structureand- functions-with-diagram/6666

➢ **Radioactive waste treatment**

https://ehs.unc.edu › Manuals › Radiation Safety Manual

➢ **Environmental Remediation**

https://www.iaea.org/sites/default/files/18/05/environmental_remediati on.pdf

➢ **Biological treatment of wastewater**

http://www.neoakruthi.com/blog/biological-treatment-ofwastewater. html

➢ **Biogas**

http://www.biologydiscussion.com/biomass/production-of-biogasfrom- biomass/10436

➢ **Biofuel**

http://uru.ac.in/uruonlinelibrary/BioFuels/Biomass%20and%20biofuels .pdf

➢ **Biological treatment of wastewater**

http://www.neoakruthi.com/blog/biological-treatment-ofwastewater. html

➢ **Xenobiotic compound biodegradation**

http://www.biologydiscussion.com/microbiology-%202/bioremediation/xenobiotic-compounds-meaning-hazards-andbiodegradation/ 55625

MATH 109 Mathematics for Business Applications

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **4 0 0 4**

Course Objectives:

1. The subject will focus on developing the mathematical ability of the students by making them understand the concept and implication of Math.

2. The students will be trained in using Matrix for problem solving.

3. The students will be introduced to the concept of differentiation and integration and will be enabled to use the same for problem solving.

4. The students will be introduced to the concept of permutation and combination.

Note: The paper will contain ten questions having at least two questions from each unit, candidates will be required to attempt five questions in all taking at least one question from each unit.

Course Content:

Unit I

Progressions; AP, GP, HP (sum of n terms in AP, GP and HP, sum of an infinite series in GP), Binomial theorem for positive integral index (Expand and general term)

Unit II

Functions: types of functions, some functions & their graphs (Linear functions, Exponential functions, Logarithmic functions & parabolas). Linear Programming Problems: Formulation and solution by Graphical method (for two variables only).

Unit III

Differentiation (algebraic functions, exponential function and logarithmic function) Application of Differentiation in optimization, partial differentiations (simple algebraic functions). Integration (as a reverse process of differentiation); Integration by substitution and integration by parts; Definite integral of the above functions.

Unit IV

Fundamental principle of counting; Factorial notation. Permutation: Permutation of n different things; of things not all different; restricted permutations Combination, Concept of Probability, Classical, empirical approach of probability, Probability Rules: Addition and Multiplication theorem of probability (Statement and proof), Definition of Conditional Probabilities.

Unit V

Matrices:Types of Matrices, addition, subtraction and products of two matrices, Transpose of a matrix, Determinant of a square matrix, Properties of determinants, Evaluation of determinant (up to third order), Use of determinants and Matrix in solving linear equations.

Learning Outcomes:

Upon completion of the course student will be able to:

• Determine the particular progression work (AP, GP, HP)

• Demonstrate the determinant of a matrix up to third order.

• Identify the notations, Operations and applications of sets, Functions and relations.

• Use differentiation and integration techniques in problem solving

• Apply factorial, permutation and combinations and uses.

Suggested Readings:

1. Wilson, R. J. (2005). *Introduction to Graph Theory* (Fourth Edition), Pearson Education.

2. Hall, H. S. and Knight, S. R. (2002). *Higher Algebra*, Agra: H.M. Publications.

3. Wallis, W. D. (2004). *A Beginner's Guide to Discrete Mathematics*, Springer International Edition.

Suggested E-learning materials :

1. Sequence and Series: http://mycatguide.yolasite.com/resources/ sequence.pdf

2. Matrix:https://www.hec.ca/en/cams/help/topics/Matrix_determinants.p df

3. Binomial Theorem:http://ncert.nic.in/ncerts/l/keep208.pdf

4. Set:http://ncert.nic.in/ncerts/l/keep201.pdf

5. Function & Relation: http://ncert.nic.in/ncerts/l/keep202.pdf

BVF 002 Environment Studies

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **2 0 0 2**

Learning Outcomes:

After the completion of this course, students will be able to:

- Describe the interaction of organisms with their environment.

- Describe concepts and methods from ecological and environmental sciences and their application in understanding the environmental issues.

- Appreciate the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems.

- Reflect critically about their roles and identities as citizens, consumers and environmental actors in a complex, interconnected world.

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

Course Content:

- Introduction to Environmental Science and Ecosystem: Definition, scope and importance Concept of Ecosystem, Structure of Ecosystem (Biotic and Abiotic factors).

- Dynamics of Ecosystem: Food Chain, Food web and Ecological Pyramids. Brief idea of energy flow. Salient features of forest, grassland, Desert and Aquatic ecosystem.

- Natural Resources and their conservation: Renewable and non- renewable resources. Uses and over utilization/exploitation of Natural resources: Forest, Water, Mineral, Food, Energy and Land.

  - Water conservation and management: Rain water harvesting.

  Elementary idea of solid waste management.

- Biodiversity and its conservation: Definition, Types and Importance of Biodiversity. Endangered and Endemic Species of India. Bio- geographical classification. Hot spots and India as a Mega diversity nation. Threats to Biodiversity: Habitat loss, poaching of wild life.

  - Conservation of Biodiversity: Brief idea of *in-situ* and *ex-situ*

  conservation of Biodiversity.

- Environmental Pollution: Definition, Causes, Effects of air, water, soil, noise, thermal and nuclear pollution. Control and preventive measures of air, water, soil, noise, thermal and nuclear pollution.

- Global problems: Climate change, global warming, Ozone layer depletion, Acid Rain and Photochemical Smog. Elementary knowledge of Natural Disaster Management.

- Human Population, Social Issues and Environment: Population growth, Variation, Explosion and Sex ratio. Environment and Public Health (HIV/AIDS). Environmental Ethics (Issues and Possible Solution).

- Environmental legislation and Environmental Protection Acts: Air, Water, Wildlife Forest acts. Role of information technology in Environment and Human Health.

Recommended Books:

1.   Basu, M. & Xavier Savarimuthu, S. J. (2017). *Fundamentals of Environmental Studies*.(1st ed.). Delhi, India: Cambridge University Press.

2.   Bharucha, E. (2005). *Textbook of Environmental Studies for*

Undergraduate Courses Hyderabad, India: Universities Press

3.   Rajagopalan, R. (2015), *Environmental Studies from Crisis to Cure*, (3rd ed.). Delhi, India: Oxford University Press.

4.   Rana, S.V.S. (2004). *Environmental Studies*. Meerut, India: Rastogi.

5.   Sharma, J.P. (2017). *Environmental Studies* (4th Ed.). Delhi, India: University Science Press.

Suggested e-learning materials:

1.   Environmental Studies:

https://swayam.gov.in/course/141-enviromental-studies-i
https://www.ugc.ac.in/oldpdf/modelcurriculum/env.pdf

EDU 401 Childhood and Growing Up

Max. Marks :100   **L T P C**
(CA:40+ESA:60)   **5 0 0 5**

Objectives: To enable the student teacher
1.   to understand development as a continuous process.
2.   to understand childhood development in various aspects.
3.   to understand the adolescent stage in reference to characteristics & problems with dealing of them.
4.   to identify adolescent learner's uniqueness and enshape them.
5.   to understand the growing child in their social context.

Course Outline :

Unit- I   :   Learner's Development: A Continuous Process
-    Concepts of Growth, Development and Maturity
-    Difference between Growth and Development
-    Different Stages of Development
-    Genetic and Non-Genetic factors affecting Learner's Development

Activity :   Identification of cases in which Development is affected by Genetic/Non Genetic Factors

Unit-II   :   Childhood: As a Foundation Stage
-    Late Childhood: An Elementary School age with its unique name
-    Major Developmental Characteristics in different aspects: Physical, Cognitive, Emotional, Social and Moral.
-    Interest and Hazards
-    Dealing of late Childhood in reference to Characteristics and Hazards.

Activity :   School Visit to observe developmental features and hazards among Children.

Unit-III :   Adolescent Stage: Transition to Maturity
-    A Period of Secondary Schooling
-    Development of Adolescent: Physical, Cognitive, Emotional, Social and Moral
-    Problems Facing by Adolescents- (concept, features and providing help for solutions)
•   Identity Crisis
•   Physical Abuse (Bullies and Violence)
•   Depression

Activity :   Presentation and Discussion on Adolescent's Problems

Unit-IV :   Adolescents: A Unique Learner
-    Adolescent as Unique Learner: Inter and Intra individual Differences
-    Differences in Intelligence, Aptitude, Interest and Personality. (Concept, Features, Identification and dealing of above traits among Adolescents)

Activity :   Observation of Adolescent in reference to Uniqueness

Unit–V   :   Growing Child in Social Context
-    Child in the Family:
    • Child-Family Relationship
    • Blended Family
    • Expectation of Parents
-    Child in the School:
    • Influence of Peer Relationship and Peer Culture
    • Relationship with Teachers
-    Child in the Society:
    • Impact of Rural/Urban Community
    • Influence of Media

Activity :   Study of an Adolescent in relation to Family/School /Society.

Practicum: Any Two of the following

1. To observe a class and describe the developmental characteristics of student in various aspects.
2. Identification of Adolescent's traits through a Psychological test.
3. Presentation of a problem-facing by Adolescent with supports of data and provide for help suggestions.
4. To prepare a term paper on the role of social context and growing child.
5. On the classroom teaching experiences present children problems.

References:

1. Barnard H. W. : Psychology of Learning Teaching, Mc.Graw Hill, New York, 1965.

JMC 201 Advertising and Commercial Communication

Max. Marks : 100   **L T P C**

(CA: 40 + ESA: 60)   **4 0 0 4**

Learning Outcomes:

After the completion of the course, Student will be able to :

• Explore the role and functions of Advertising.

• Conceptualize, Plan and Produce an advertising campaign.

• Explain the importance of Advertising Agencies.

• Recognize the societal impact of advertising and commercial

communication and need for ethical practitioners.

Unit I Role and Functions of Advertising: Definition of Advertising,

Objectives, Utility, Concepts and Features; Medium of Advertising: News Papers, Magazines, Radio,

Television, and Internet; Outdoor, Indoor and Transit; Types of Advertisements Commercial, Social,

Institutional and Financial.

Unit II Elements of Advertisement: Copy of Advertisements of Various Mediums and their

Differences; Appeal; Advertisements Copy Terminology and Principles; Title, Logo, Slogans, Layout

etc.; Advertising as Communication Tool; Communication Process & Advertising; Models of

Advertising Communication; AIDA

Model; DAGMAR Model.

Unit III Advertising Agencies: structure, functions, scope and importance; Advertising boutique.

Unit IV Advertising Campaign: Importance and Concept; Selection of Medium and Advertising

Budget; Advertising Agency: Types, Qualities and Organization, DAVP, ABC, AAA, ASCI, MRUC;

Advertising Code of Conduct, Importance and Role of Advertisements in the Society.

Unit V Advertising Laws and Ethics**.**

VOC 010 Library Science – II

Max. Marks : 100   **L T P C**

(CA: 40 + ESA: 60)   **1 0 0 2**

Learning Outcomes:

After completion of the course, students will be able to:

- Recognize and apply contribution of library science to other fields.

- Understand the principles for identification, selection, organization, evaluation, retrieval, dissemination, evaluation and preservation of information in all formats.

- Analyse and prepare solution to respond the needs of users.

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

Syllabus

Source of Information

- Encyclopedia Types, Special Features and Evaluation

- Directory, Year book

- University Handbook, India: a reference annual

- Demonstration: New Encyclopedia Britannica

Academic/Scientific Communication: Non-print form

- Assemblage of Academicians

Seminar, Conference, Workshops, Symposium (National, Regional and local)

The functional aspect of the assemblage (detail discussion)

- How to make effective an oral presentation

- Preparation:- achieving Focus, Determining the goal and objective, Summery, developing a title

- Organizing the presentation: - Selecting and arranging the mail points, Arrangement patterns of an informative presentation.

- Outlining the body of the presentation:-

- Preparing introductions, conclusions and connectives, attention step orientation step, concluding step and making connections

- Using languages effectively:- Attributes of information conversational style

- Achieving speaking excellence:-

- Visual aids:- choosing means of displaying information

- Conclusion

VOC 010L Library Science – II Lab

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **0 0 2 2**

Classification of books according to DDC-19th ED (Only T-1and T-2)

ʼ   **Compilation of Bibliography with catalogue cards (50 documents:**

30 books + 20 journals)

ʼ   **Seminar Presentation Scheme of Examination Theory**

Practical:

Practical paper will be in following two parts

Classification

Q.1 Classify 2 titles out of 3 based on index and schedule

Q.2 Classify 4 titles out of 6 based on T-1 and T-2

Note: The external examiner will conduct the viva-voce. In the viva the questions will be asked from the entire syllabus.

Suggested Books:

1. Rangnathan, S. R. (1957). *Five laws of library science.* Madras: Madras Library Association.

2.   Swain, Nirmal K.(2000). Talking of Book Culture. In S. D.Vyas, Usha Pawan and Nirmal K. Swain (Eds). *Readings in Library Science (*pp.257-262)). Jaipur: Raj Publishing House.

3. Millward, Celia (1980). *Handbook for Writers.* Winston: Holt, Rinehart.

4. Irmscher, Willium F. (1981). *The Holt Guide to English (* 3rd ed).

Winston: Holt, Rinehart.

5. Girija Kumar & Krishan Kumar, (1990). *Bibliography (*3rd rev. ed).

New Delhi: Vikash Publishing House.

6. Sood, S. P. & M.R. Rawatni, Kriyatmak (1991). *Dewey Dasamlab*

Bargikaran, Jaipur: R.B.S.A. Publishers.

7. Sood, S.P. (1996). *Kriyatmak AACR_II*. Jaipur:R.B.S.A. Publishers.

8.   Modern Language Association (19950). *MLA Handbook for Writers of Research Papers*, Joseph Gibaldi Ed. (4th ed.) Washington, DC.

Suggested E-Resources:

1.   Sources of information

http://www.lisbdnet.com/sources-of-information/

2.   Encyclopedia

https://en.wikipedia.org/wiki/Encyclopedia

3.   Seminar

https://foodsci.rutgers.edu/gsa/SeminarGaudelines.pdf

4.   Encyclopedia Briannnica

https://en.wikipedia.org/wiki/Encyclop%C3%A6dia_Britannica

5.   Conference

https://evenues.com/event-planning-guide/what-is-a-conference

6.   Organizing the Presentation

http://successfully-speaking.com/blog/2016/9/3/organize-your- presentation

3.   Seminar

https://foodsci.rutgers.edu/gsa/SeminarGaudelines.pdf

ENGL 108 English Language-I

Max. Marks: 100   **L T P C**
(CA: 40 + ESA: 60)   **4 0 0 4**

Learning Outcomes:

After the completion of the course, the students will be able to:

• show an understanding of RP sounds

• speak with proper stress, rhythm and intonation.

• apply the knowledge of weak forms, tonal functions and connected

speech to general and work-related communication

• speak in an accent or dialect that can be understood

• demonstrate an understanding of native speakers' nuances of

connected speech

UNIT I

Introduction to Basic RP sounds Phonetic Transcription of Mono, Bi and Tri-syllabic words

UNIT II

Word Stress

UNIT III

Weak Forms

UNIT IV

Aspects of Connected speech: Elision and Assimilation

UNIT V

 Intonation: Basic Patterns- Rise,Fall,Fall Rise, Rise Fall

Recommended Reading

Roach, Peter.(2010) *English Phonetics and Phonology Fourth Edition:* A Practical Course. Cambridge

University Press. Connor, J.D.O. (1980)*Better English Pronunciation*. Cambridge University Press

Dhamija and Sethi.(1999) *A Course in Phonetics and Spoken English*. PHI Learning Pvt. Ltd,

Balasubramanian, T.(2012) *English Phonetics for Indian Students*. Trinity Press Pvt. Ltd.

Suggested E-learning materials

Phonetics https://scholar.harvard.edu/files/adam/files/phonetics.ppt.pdf

https://www.dvusd.org/cms/lib/AZ01901092/Centricity/Domain/3795/Soun d_Spelling_Chart.pdf

http://egyankosh.ac.in/bitstream/123456789/14174/1/Unit-5.pdf 16 Word Stress

http://www.medecine.ups-tlse.fr/anglais/docs/Pronunciation-stress.pdf

http://ocw.metu.edu.tr/mod/resource/view.php?id=4789

https://static1.squarespace.com/static/55a6e8e8e4b055a1ea2ecd5b/t/58d1f6

c71e5b6c1243a7349e/1490155219247/Stress.pdf Weak forms in English https://www.perfect-english-grammar.com/support-files/weak-formslist. Pdf

http://www.serwis.wsjo.pl/lektor/276/13_weak%2520forms%2520in%2520

BrE.pdf http://www.siff.us.es/fil/publicaciones/apuntes/teresals/apartado%2010-

0.pdf http://smart2.ums.edu.my/mod/resource/view.php?id=5855pects of connected speech Intonation

https://www.uts.edu.au/sites/default/files/Pronunciation%204%20-

%20Intonation%20%26%20Connected%20Speech%20(MaryAnn).pdf

http://www.ling.cam.ac.uk/francis/FN_inton_prepub.pdf

ENGL 109 English Language-II

Max. Marks: 100   **L T P C**
(CA: 40 + ESA: 60)   **4 0 0 4**

Learning Outcomes:

After the completion of the course, the students will be able to:

• have a basic understanding of the targeted grammatical structures

• show consistent and appropriate language use in extended conversation and discussion

• demonstrate understanding of tense and mood of a message containing specific modal auxiliaries

• recognize basic constructions as Subject-Verb agreement

• transfer the knowledge of grammatical structures and vocabulary to communicate effectively

• use the knowledge of idioms and phrases in their day-to-day conversation

UNIT I • Word Class and Functional Elements of a Clause

• Basic Sentence Patterns: SVC, SVOC, SVO, SVA, SVOA, SVOO

UNIT II • Tense , Aspect, Number, Person, Voice, Mood

UNIT III • Subject- Verb Agreement

UNIT IV • Modality

UNIT V • Phrasal Verbs And Idioms

Recommended Reading:

1. Corder, Pitt. *(2009). An Intermediate English Practice Book*. London: Orient Longman.

2. Greenbaum, Sidney. (2005). *English Grammar*. OUP.

3. Hornby, A.S, (1954). *A Guide to Patterns and Usage in English*. Delhi: Oxford University Press.

4. Leech, Geoffery N and Jan Svartvik. (2016). *A Communicative*

Grammar of English. London: Routledge.

5. Leech, Geoffery N. (1982). *English Grammar for Today.* London: Palgrave Macmillan.

6. Murphy and Reynold. (2008). *Essentials of English Grammar*.Cambridge University Press.

7. Quirk, Randolph and Sydney Greenbaum. (1976) *UniversityGrammar of English*. Longman Publications.

8. Swain, Michael. (2016) *Practical English Usage*. London: OUP.

9. Wren and Martin. (2010). *English Grammar and Composition*,Delhi: S. Chand and Company.

Suggested E-learning Materials

Word-Class:

1. https://en.oxforddictionaries.com/grammar/word-classes-or-partsof-speech

2. https://prowritingaid.com/art/385/What-are-Word-Classes.aspx Clauses:

3. https://writingexplained.org/grammar-dictionary/clauses Basic Sentence Patterns:

4. http://www.grammarinenglish.com/sentencepattern/?lesson=exam ples Tense:

5. https://grammar.collinsdictionary.com/easy-learning/tense_1 Subject Verb Agreement:

6. https://www.grammarbook.com/grammar/subjectVerbAgree.asp

7. https://www.flocabulary.com/unit/subject-verb-agreement/Modality:

8. http://www.thelogician.net/FUTURE-LOGIC/Modality-Categories-and-Types-11.htm

9. https://dictionary.cambridge.org/grammar/britishgrammar/modals-and-modality/modality-introduction

Phrasal Verbs/Idioms:

10. https://www.espressoenglish.net/collocations-idioms-and-phrasalverbs-with-set/

GEOG 104L Statistical Techniques and Data Representation Lab

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **0 0 4 2**

Learning Outcomes:
After the completion of this course, students should be able to:

• Describe statistical sampling and represent frequency distribution in several forms.

• Represent statistical data through diagrams- multiple bar diagram, simple pyramid diagram,

rectangular diagram, wheel or pie diagram, and spherical diagram.

• Measure mean, median mode & standard deviation.

• Represent Statistical data through graphs-poly linear graph, climograph and triangular graph.

calculators are allowed during the examination.

Course Content:

1. Meaning and definition of statistics, data and sampling.

2. Statistical series and their types

3. Frequency distribution and its presentation

4. Measures of Central tendency : Arithmetic Mean, Mode &

Median (Direct Method)

5. Measure of Dispersion: Standard deviation

6. Representation of statistical data through diagrams :- Multiple

Bar diagram, Simple Pyramid diagram, Rectangular diagram

(Simple and Divided), Wheel or pie diagram, Spherical diagram

7. Representation of statistical data through graphs: - Poly

Linear graph, Climograph, Triangular graph. Scientific calculators are allowed during the examination.

Recommended Books:

1. Alvi, Z. (2005). *Statistical Geography Methods and Applications* (2ᵈ ed.). New Delhi, India: Rawat.

2. Dadson, S. J. (2017). *Statistical Analysis of Geographical Data an Introduction.* Oxford, UK: John
Wiley & Sons.

3. Gupta, S. P. (2012). *Statistical methods* (4th ed.). New Delhi, India: Sultan Chand and Sons.

4. Mahmood, A. (2017). *Statistical Methods in Geographical Studies* (6ᵗʰ ed.). New Delhi, India:
Rajesh.

5. Saha, P. & Basu, P. (2011). *Advanced Practical Geography* (7th ed.).Kolkatta, India: Books &
Allied.

6. Singh, R. L. (2011). *Elements of Practical Geography* (8th ed.). New Delhi, India: Kalyani.

7 खुल्लर, डी. आर. (2015). *प्रयोगात्मक भूगोल.* लुधियाना, भारतः कल्याणी.

8 नागर, के. एन. (2013). *सांख्यिकीय के मूलतत्व* (चतुर्थ सं.). मेरठ,भारतः मीनाक्षी.

9 शर्मा, जे. पी. (2011). *प्रायोगिक भूगोल* (पंचम् सं.). मेरठ, भारतः रस्तोगी.

Suggested e-learning materials:

1. Sampling https://epgp.inflibnet.ac.in/ahl.php?csrno=17 P01,M-12

2. Frequency distribution https://epgp.inflibnet.ac.in/ahl.php?csrno=17 P01,M-12

3. Histogram https://www.liverpool.ac.uk/~cll/lskills/WN/NumeracyDiagrms. html#histo

4. Measures of central tendency https://www.mathsisfun.com/data/central-measures.html

5. Standard deviation method https://www.learner.org/courses/againstallodds/pdfs/AgainstAll

Odds_StudentGuide_Unit06.pdf

6. Diagrams http://egyankosh.ac.in/bitstream/123456789/20422/1/Unit-

HSC 101 Basics of Home Science and Resource Management

Max. Marks: 100   **L T P C**
(CA: 40 + ESA: 60)   **6 0 0 6**

Objectives :
1. To familiarize the students with the discipline of Home Science.
2. To develop fundamentals of Resoursce Management.

Unit 1 : Fundamentals of Home Science
1. Definition, Philosophy and objectives of Home Science.
2. Historical development of the field of Home Science in India (in brief)
3. Scope of Home Science - Educational and Vacational

Unit 2 : Resource Management
1. Definition and concept of Resource Management
2. Systems Approach to Management
3. Family Resource Management as a system.

Unit 3 : Decision Making and Work Study
1. Decision making-Concept, Steps and Classification of decisions.
2. Work Simplificaion-Work Study techniques, Classes of change
3. Management Process.

Unit 4 : Resources
1. Importance, types and characteristics
2. Obstacles to the improvement of resource management-lack of awareness of resoures and management, failure to evaluate results, seeking readymade answers, lack of information etc.
3. Resources constraints continuum.
4. Guidelines to increase satisfaction from resources.

Unit 5 : Factors Motivating Management
1. Values - sources, classification
2. Goals - types, characteristics
3. Standards - types, characteristics

References:
1. Stoner, J. : Freeman R., Gilbert D. (1995) : Management, Sixth Edition Prentice Hall of India Pvt. Ltd., New Delhi.
2. Tripathi P.C., Reddy P.N. (2001) : Principles of Management Tata McGraw Hill Publishing Co. Ltd., New Delhi.
3. Koontz, H. Weihrich H. Essential of Management Tata McGraw Hill Publishing Co. Ltd., New Delhi.
4. Gorss I.H. & Crandall, E.W. (1980) : Management for modern families - III Edition Prenticd Hall Inc. Engle Wood Cliffs, New Jersey.
5. Daecon R.E., Firebaugh F.M. (1975) : Contest and concepts of Management Houghtion Miffin Company, USA.
6. Wangundy, A.B. (1981) : Techniques of structured problem solving Van Nostrand Reinhold Company.

DES 328L Introduction to Trends and Forecasting Lab

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **0 0 2   2**

Practical:

To study and explore the application of Trends and Forecasts for Apparel / Accessories / Home

Textiles range according to present trends and forecasting (Colors, Styles, Fabrics)

Learning Outcomes:

Upon successful completion of the course, students will be able to:

• Substantiate and apply appropriate research methodologies to identify and analyze alternative

research sources for identifying global trend directions.

• Research and critically analyze the challenges and opportunities of translating trend scenarios into the

development of textile and fashion products.

Recommended Books:

1. Burns, L. D., Bryant, N. O., & Mullet, K. K. (2011). *The business of fashion: Designing,*

manufacturing, and marketing. Fairchild Books, New York.

2. McKelvey, K., & Munslow, J. (2008*). Fashion forecasting*. Chichester, Wiley-Blackwell, U.K.

3. Rousso, C. (2012*). Fashion forward: A guide to fashion forecasting*. Fairchild Books, New York.

4. Raymond, M., & Raymond, M. (2010). *The trend forecasters handbook*, Laurence King, London

5. Frings, G.S.(1999) *Fashion From Concept To Consumer* Upper Saddle River, N.J by Prentice Hall

6. Scully,K.,Cobb,D.J.(2012). *Color Forecasting for Fashion*. Laurence King Publishing

Recommended E- resources:

1. https://www.bloomsburyfashioncentral.com/products/fairchildbooks/

shop/fashion-forecasting/ebook

CS 422 Introduction to Computers

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **4 0 0 4**

Learning Outcomes:

On successful completion of the course students will be able to:

• Demonstrate knowledge of the computer system

• Have ability to define operating system and Network applications

• Have an understanding of the proper contents of a computer system and these software tools like MS-WORD, MS-EXCEL, MSPowerPoint and CorelDraw/Adobe Illustrator

• Understand different types of images and their format

Section A

Introduction to Computers

Elements of a Computer System, Block diagram of Computer System and functions of its components, evolution of computers and classification, concept of hardware and software. Introduction to Operating Systems (DOS, Windows and UNIX).

Section B

(a) PC Software

Word Processing: Creating and Saving documents, formatting, Inserting Tables and Pictures and Mail Merge. Spread sheet: Creating worksheet, Use of functions and Creating Charts. Introduction to Presentation Packages, Graphics and Animation packages.

(b) Introduction to Computing

Programming languages, system and application software, compiler and interpreters, concept of a program, program design & development, algorithms and flowchart development.

Section C

(a) Internet & Web

Introduction to popular packages on concept of computer communication, computer network (LAN, WAN, MAN), Internet, Internet Services-www, e-mail etc.

(b) Introduction to Computer Applications in Home Science

Data Base Management Systems, Statistical Packages, Expert Systems, Multilingual Applications.

Suggested Books:

1. Sinha P. K., *Computer Fundamentals*: Concepts, Systems and Application, BPB Publications
2. Rutkosky, S. (2008). *Office 2007.* New Delhi : B.P.B. Publications

Suggested E-Resources:

1. Computer Fundamental by P.K. Sinha https://www.edutechlearners.com/computer-fundamentals-p-ksinha-
free-pdf/
2. Introduction to MS Office
https://support.office.com/

CS 422L Introduction to Computers Lab

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **0 0 4 2**

1. Working with Windows
2. Working with MS office Package (MS-Word, Excel, Power Point).
3. Working with CorelDraw
4. Using Internet services

5. Using subject specific application packages

DES 511 Research and Documentation

L T P C

Max. Marks : 100

4 0 0 4

(CA: 40 + ESA: 60)

Objectives of Research

Banasthaliis a university where scholarly activity and innovation are valued and encouraged, allowing the students to participate in post graduate research that engages their intellectual curiosity, satisfies their thirst for discovery, and gives them an outlet for their creativity.

A lot of learning occurs when graduate students do research – learning that does not happen during traditional coursework. Classroom knowledge is reinforced and more completely assimilated when students are given the opportunity to apply that knowledge. The Objective of this course to pay attention to the most important dimension of Research.i.e.

- to verify and test important facts
- to analyze an event or process or phenomenon to identify the cause and eûect relationship
- to develop new scientiûc tools, concepts and theories to solve and understand scientiûc and nonscientiûc problems
- to ûnd solutions to scientiûc, nonscientiûc and social problems and to overcome or solve the problems occurring in our every day life.

It will enable the Researchers to develop the most appropriate methodology for their Research Studies. The mission of the course is to impart research skills to the beginners and help improve the quality of Research by the existing researchers.

Theory:

Section – A

Research: Meaning, characteristics, need and purpose

Research method: Steps and method of research

Types of research: Basic and applied:

- Qualitative and quantitative, conceptual and empirical and other miscellaneous types of research.
- Formation of research problem: criteria and sources for identifying the problem
- Developing assumptions

Section- B

Collection of data:Secondary and primary source of data; Concept of population and sample; Various methods of sampling; Characteristics of good sample

Forming questionnaire:Conducting interviews; Writing observations

Analysis of data: Method of analysis; Use of computer

Section - C

Research ethics: References; Plagiarisms and copyrights

Presenting research: In paper article; address conference, seminars, symposium and workshop

Synopsis and thesis writing: Characteristics and format

Suggested Reading:

- Research methodology: methods and techniques by Kothari, C. R.
- Research and Design by Seivewright, Simon
- Research methodology : a step by step guide for beginners by Kumar Ranjit
- Research methodology by Trivedi, R. N.
- Research methodology: techniques and trends by Khanzode, V. N.
- Case study research: design and methods by Yin, Robert K.
- Questionnaire design : how to plan, structure and write survey material for effect by Brace, lan
- Research methodology in media studies by Jyotirmayee, Vandana
- Using qualitative research in advertising: strategic, techniques, and application by Margaret A. Morrison.
- Creativity research: an inter disciplinary and multi – disciplinary research handbook by Edited by ericshiu.

JMC 501L Advertising and Public Relation Lab

Max. Marks: 100   **L T P C**
(CA: 40 + ESA: 60)   **0 0 2 2**

Copywriting, Production of Radio/TV Advertising, Digital advertising & Case Studies on Successful and Disasters Brand Presence on Social Media, Innovative Outdoor and Indoor Advertising, Portfolio Making, Campaign
Production and Review (Account Management, Media Planning Creative, Production etc. on a brand/social issue), PR and Writing: House journal, Newsletter, Social Media (Blogs, Facebook, Twitter, You Tube, Instagram
etc), Press Releases, Video News Releases, Webcasts, Crisis Communication on Digital Media and Solutions

Suggested Readings:

• Jethwaney, Jaishri and Jain, Shruti (2013) *AdvertisingManagement,* New Delhi : Second edition, Oxford University Press.

• Shah Kruti and D'Souza, Alan (2012) *advertising &promotions an IMC perspective,* New Delhi : Tata McGraw Hill.

• Clow, Kenneth, Baack, Donald (2003) *Integrated Advertisements,Promotion and Marketing Communicatio*, New Delhi : PrenticeHall of India.

• Wilcox, Dennis L, Cameron, Glen T. (2014) *Public Relations Strategies and Tactics* : Ninth Edition Pearson Education.

• Seitel, Fraser P. (1980) *The Practice of Public Relations:* Seventh Edition, Prentice Hall International

• Keith, Butterick (2015) *Introducing Public Relations: Theory & Practice 1st Edition* : Sage Publication India

E-Learning Materials:

Types of advertising | Business Queensland

https://www.business.qld.gov.au/running-business/marketingsales/marketing-promotion/advertising/types

Advertising Techniques

https://www.cisd.org/cms/lib6/tx01917765/centricity/domain/753/advertisin gtechniquesnewwithnotesandanswers.pdf

Public relations tools and activities | Business Queensland

https://www.business.qld.gov.au/running-business/marketingsales/ marketing-promotion/pr/tools-activities

What Is Public Relations? PR Functions, Types, & Examples | Feedough

https://www.feedough.com/what-is-public-relations-pr-functions-typesexamples/

Crisis Management - Meaning, Need and its Features

https://www.managementstudyguide.com/crisis-management.htm

ENVS 414 Environmental Statistics and Research Methodology

Max. Marks: 100   **L T P C**
(CA: 40 + ESA: 60)   **4 0 0 4**

Learning Outcomes:
After the completion of this course, students will be able to:
• Apply statistical tools to perform data analysis and data interpretation.
• Develop problem formulation using multiple statistical relationships and solve them using standard techniques.
• Draw conclusions from the use of tables, graphs, and charts.
• Have the versatility to work effectively in a broad range of analytic and scientific positions.

Course Content:

Section A
Basic idea of Environmental Statistics and its applications in Environmental research. Collection, classification, tabulation of data. Frequency distribution Diagrammatic and graphical presentation of statistical data, sampling techniques. Central tendency – concept; arithmetic mean, median, mode for ungrouped and grouped data. Measures of dispersion: range, mean deviation, standard deviation and variance.

Section B
Probability, Binomial, Poisson and Normal Distribution, simple measure of Skewness and Kurtosis. Correlation and Regression: Karl Pearson correlation coefficient and Spearman rank correlation coefficient, Regression. Basic idea of significance testing, level of significance, Student's t-test, X_2 (chi-square) test and F-test and analysis of variance (ANOVA).

Section C
Introduction of Research Methodology: Formulation of a research problem (Hypothesis). Simple experimental designs, Writing of Research Report/Research Paper: Review of literature, The IMRaD format, Citation and Impact factor, Science citation index (SCI)/ Science citation index Expended (SCI-E), H-index, Citation style (APA, MLA) Academic Ethics and Plagiarism, Intellectual Property Rights and Patent law.

Recommended Books:
1. Basotia, G.R. & Sharma, K.K. (1999). *Research Methodology*. Jaipur, India: Mangal Deep.
2. Chaudhary, C.H. (2009). *Research Methodology*. Rajasthan, India: RBSA.
3. Daniel, W. (1987). *Biostatistics: A Foundation for Analysis in the Health Sciences* (4th ed.). New York, NY: John Wiley & Sons Inc.
4. Elhance, D.N., Elhance, V., & Aggarwal, B.M. (2014). *Fundamentals of Statistic*s. New Delhi, India: KitabMahal.
5. Gupta, S.P. (2014). *Statistical Methods* (43rd ed.). New Delhi, India:S. Chand.
6. Khan, I.A., & Khanum, A. (2009). *Fundamentals of Biostatistics*. Hyderabad, India: Ukaaz.
7. Zerold, J. (2008). *Biostatistical Analysis* (3rd ed.). Noida, India: Dorling Kindersley.

Suggested e-learning materials:
1. Descriptive Statistics- Measures of Central Tendency and Dispersion,
https://nptel.ac.in/courses/110106064/4
2. Guidelines for Thesis Preparation http://www.iitk.ac.in/doaaold/ thesisguide.pdf
3. How to Write a Paper, Mike Ashby, Engineering Department www-mech.eng.cam.ac.uk/mmd/ashby-paper-V6.pdf
4. Introduction to research https://nptel.ac.in/courses/121106007
5. Methodology for Design Research https://nptel.ac.in/courses/ 107108011
6. Research Writing https://onlinecourses.nptel.ac.in/noc18_mg13/ preview

AVS 111 Basic Aviation Mechanics and Electrics

Max. Marks: 100   **L T P C**
(CA: 40 + ESA: 60)   **6 0 0 6**

Learning Outcomes:
Upon the successful completion of the course, student will be able to:

- Explain the various laws of mechanics and calculate the different forces and effects.

- Discuss and estimate the various parameters associated with objects in motions.

- Describe the fundamental laws and apply them to solve electrical problems.

- Describe the construction and working of various electrical machines.

- Describe the principles of devices and its applications.

UNIT I MECHANICS, STATICS

Introduction, Units and Dimensions, Laws of Mechanics, Lame's theorem

Parallelogram and triangular Law of forces,Resolution and Composition of forces, Equilibrium of a

particle,Forces in space, Equilibrium of a particle in space, Equivalent systems of forces,Principle of

transmissibility, Single equivalent force.

UNIT II MECHANICS, DYNAMICS

Displacements Velocity and acceleration their relationship,

Relative motion, Curvilinear motion, Newton's law, Work

Energy Equation of particles, Impulse and Momentum, Impact of

elastic bodies.

UNIT III ELECTRICAL CIRCUITS

Ohm's Law, Kirchhoff's Laws, Steady State Solution of DC Circuits, Introduction to AC Circuits,

Waveforms and RMS Value, Power and Power Factor, Single Phase and Three Phase Balanced

Circuits.

UNIT IV ELECTRICAL MACHINES

Construction Principle of Operation Basic Equations and Applications of DC Generators DC Motors
Single Phase Transformer Single Phase Induction Motor.

UNIT V SEMICONDUCTOR DEVICES AND APPLICATIONS

Characteristics of PN Junction Diode, Zener Effect, Zener Diode and its Characteristics, Half Wave

and Full Wave Rectifiers, Voltage Regulation. Bipolar Junction Transistor, CB CE CC Configurations

and Characteristics

TEXT BOOKS

1. Hibbeller, R.C. (2000). *Engineering Mechanics.* (Vol. 1) Statics, (Vol. 2) Dynamics. Pearson
Education Asia Pvt. Ltd.

2. Chakrabati A. (1999). *Circuits Theory (Analysis and synthesis).*
New Delhi. Dhanpath Rai & Sons.

3. Charles K. Alexander & Mathew N.O. Sadik (2003). *Fundamentals of Electric Circuits.*2nd Edition.
McGraw Hill.

SUGGESTED E-LEARNING RESOURCES:

1. Online Lecture, "Basic Electricals and Electronics" –
"www.edx.org"

2. Online Lecture, "Electrical Circuits" – www.nptel.ac.in

3. Aviation 101 (Canvas net): https://www.mooclist.
com/course/aviation-101-canvas-net.

PSY 410 Indigenous Psychology

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **5 0 0 5**

Learning Outcomes:

After completion of the course, the students will be able to:

• Discuss the appropriateness of Indigenous Psychology.

• Analyze the Assumptions and Approaches of Indian Philosophy.

• Explain types of Yog and the techniques of Meditations.

• Evaluate the Role of Yog and Meditation in improving Holistic Health

and Well-being.

Section-A

1. Indigenous Perspectives of Psychology.

2. Contemporary Relevance of Indigenous Psychology.

3. Origin and Historical Development of Indian Psychology.

4. Fundamental assumptions and contemporary trends of Indian Psychology.

Section - B

5. Schools of Indian Philosophy: Nyay, Vaisheshik, Samkhy, Yog, Mīmāṃsā and Vedant.

6. Consciousness and Mind in Vedant.

7. Indian Heterodox Schools.

Section – C

8. Meaning and Types of Yog.

9. Meaning and Types of Meditation.

10. Techniques of Meditation: Vipasana Meditation, Transcendental

Meditation, Mindfulness Meditation.

11. Role of Yog and Meditation in improving Holistic Health and Wellbeing

(Physical, Mental, Emotional & Spiritual).

Recommended Books:

1. Coster, G. (1998). Yoga and Western Psychology. Delhi: MotilalBanarsiDass Publishers Pvt. Ltd.

2. Dalal, A. S. (2001). An introduction to the psychological thought of Sri

Aurobindo- A Greater Psychology. Pondicherry: Sri Aurobindo Ashram.

3. Dalal, A. S. (2007). Sri Aurobindo and the Future Psychology

(Supplement to A Greater Psychology). Pondicherry: Sri Aurobindo Ashram

4. Grof, S. (2000). Psychology of the Future. New York:SUNY Press.

5. Kalghatgi, T. G. (1961). Some Problems in Jaina Psychology. Dharwad: Karnatak University.

6. Kalupahana, D. J. (1992). The Principles of Buddhist Psychology.

Delhi: Sri Satguru Publications.

7. Kiran Kumar, S. K. (2002). Psychology of Meditation: A contextual

approach. New Delhi: Concept Publishing Co.

8. Mehta, M. L. (2002). Jaina Psychology: Introduction. Varanasi:

Parshvanath Vidyapeeth.

9. Rhys Davids, C. A. F (1914). Buddhist Psychology. London: G. Bell

and Sons Ltd.

10. Safaya, R. (1975). Indian Psychology: A critical and historical analysis of the psychological speculations in Indian philosophical literature. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.

11. Salagame, K.K.K. (2011). Indian Indigenous Concepts and Perspectives: Developments and Future Possibilities. In G. Misra (Ed.) Psychology in India, Vol. 4. : Theoretical and Methodological (ICSSR Survey of Advances in Research) (p. 93-172). New Delhi: Pearson.

12. Salmon, D & Maslow, J. (2007). Yoga Psychology and the Transformation of Consciousness: Seeing through the eyes of infinity. St. Paul, MN., USA:Paragon House.

13. Seal, B. (1958). The Positive Sciences of the Ancient Hindus. Delhi: Motilal Banarsi Dass.

14. Sen, I. (1998). Integral Psychology: The Psychological System of Sri Aurobindo. Pondicherry: Sri Aurobindo International Centre for Education.

15. Srivastava, S. P. (2001). Systematic Survey of Indian Psychology. Bahadurgarah, India: Adhyatma Vijanana Prakashan.

16. Taimni, I. K. (1973). Glimpses into the Psychology of Yoga. Adyar, Madras: The Theosophical Publishing House.

17. Veereshwar, P. (2002). Indian Systems of Psychotherapy. Delhi: Kalpaz Publication.

Suggested E-learning Material:

1. **Indigenous and cultural psychology**

https://www.pdfdrive.com/indigenous-and-cultural-psychologyindigenouspsychorg-e10432571.html

2. **Indigenous and westernized psychology**

https://www.pdfdrive.com/indigenous-psychology-westernizedpsychology-and-indigenized-psychology-e55085650.html.

MGMT 418 Indian Ethos and Human Quality Development

Max. Marks : 100   **LT P C**

 (CA: 40 + ESA: 60)   **4 0 0 4**

Objective: Primary purpose is Self-Realization. Further to enable students to understand the main characteristics of Indian Society and Culture. To assimilate Indian ethos and values relevant for management entrepreneurship and development. To empower women students to managerial approaches in conformity with Indian ethos/realities.

Unit I

Concept of Indian ethos & Bhartiyata, Indianism as a Foundation of Indian Management in different tradition. India as a matrix Society,Indian folk lores, proverbs and local idioms as a source of management, Introduction to stories from Panchtantra.

Unit II

Vivekananda's ideas on Vedant, Concept of Purusharth, Managerial Purusharth, Karma yog,Theory K of Indian Management. Basket of needs, Harm minimization & harmonization, Overcoming cognitive dominance, Indian models of holistic person and enlightened leadership – OSHA, Corporate Rishi, VEDA Model.

Unit III

Business ethos & the concept of Shubh Labh, Spiritually guided materialism.Total Quality of Management (TQOM), Indian ethics & the spirit of development. Emancipatory approach to human & social development.

Unit IV

Character competence, Values & ethics, Value categorization Panchmukhi Vikas, Indian tools of creativity: techniques for mind liberation, Arrival of best : a foundation principle for human values, Per capita happiness

Unit V

Women's issues in the Indian social context in general and organizational context in particular – gender issues, discrimination, glass ceiling, sexual harassment, Role Stress, Role balancing,   Concept of Yin Trinity, Feminine strengths enabling excellence and growth, Rights of women, Study of successful women from Bhartiya Scriptures

Text Book:

T1:   Sharma Subhash : Management in New Age: Western Windows Eastern Doors Management, WISDOM, New Age International Pvt. Ltd.

T2:   Sharma Subhash : New Mantras in Corporate corridors From Ancient Routes to Global Roots, New Age International Pvt. Ltd.

Reference Books:

R1.   Chakraborty S.K. : Human Values for Managers, Oxford

R2.   WISDOM Publication: Women in Management & Development

R3.   Bhagwad Geeta(Geeta Press)

R4.   Kalia H.L.: Women Work & Family

R5.   Sharma Subhash : Wisdom & Consciousness from the east

R6.   Sharma Vishnu : Panchtantra Stories

R7.   Shastri Madhav : "Kyo"

R8.   Jeevancharya Vigyan(Geeta Press)

R9.   Anand Coomaraswamy: Dance of Shiva.

HSC 209 Human Nutrition and Meal Planning

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **4 0 0 4**

Learning Outcomes:
Upon completion of the course students will be able to:
• To describe the functions and sources of nutrients
• Assess the dietary requirement of various nutrients and effects of deficiencies and excesses.
• Apply the knowledge in planning and preparation of meals of
improved nutritional quality for different groups
• Evaluate acceptability and serving of food.

Unit I:
Nutrition Health relationship. Energy- (unit of energy,) measurement of energy in foods, energy requirement of individuals, factors affecting the energy requirement Basal Metabolic Rate (BMR), factors affecting the Respiratory Quotient, Specific Dynamic Action of food Water- Introduction, Source, functions, requirement and electrolyte balance

Unit II:
Carbohydrate – classification, sources, functions, digestion, absorption and utilization, role of dietary fiber in diet, effect of carbohydrate deficiency
Lipid – classification, sources, functions, digestion absorption and utilization, essential fatty acids and their functions, effect of lipid deficiency

Unit III
Proteins- nutritional classification of food proteins, functions, sources, digestion, absorption and utilization, classification of amino acids and quality of protein , protein requirements and factors affecting the needs PEM - classification, etiology, signs and symptoms, prevention
and treatment

Unit IV
Vitamins- history, definition, Sources, requirements, functions and deficiency
Fat soluble vitamin (A,D,E and K), Water soluble vitamins (Thiamine, Riboflavin ,Niacin, Folic acid, Biotin, vitamin B12 and vitamin C) Minerals – source, requirement, function and deficiency of Calcium, Phosphorous Sodium, Potassium, Magnesium, Copper, Iodine, Fluoride and Iron

Unit V
Objectives and importance of meal planning, important considerations for meal planning, balance diet, five basic food groups, recommended dietary allowances (RDA), factors affecting the RDA Methods of securing meal – traditional and western Fundamental of sensory evaluation

References:
1. Khanna, K, Gupta S, Mahna R, Puri S,Seth R. and Passi
S.J.(1997).*Text book of Nutrition & Dietetics.* New Delhi: Phoenix
Publishing House Pvt. Ltd.
2. Mudambi, S.R. (2007). *Fundamental of foods , Nutrition and Diet
Therapy*. Delhi: New age international (P) Ltd..
3. Robinson, C.H. (1986). *Normal and Therapeutic Nutrition(17th
ed.).* New York: McMillan Publishing Company.
4. Sharma, S. (2000*). Human Nutrition and Meal Planning.* New
Delhi : Jnanda Publishers.
5. Srilakshmi , B. (2004). *Nutrition Science.* New Delhi : New Age,
International (P) Limited.

E-Resources:
• Classification of food, balanced diet
https://www.slideshare.net/JasminaSangani/meal-planning
• Types of food services and their advantage
https://www.slideshare.net/iamrealmelissa/food-service-67652942
• Dietary requirement for various age groups
https://www.slideshare.net/aneeshajaiswal/dietary-guidelines
11405034

EDU 404 Disaster Management Education

Max. Marks :100   **L T P C**

(CA:40+ESA:60)   **4 0 0 4**

Objectives:

Student teacher will be able to-

Understand the meaning of Disaster relative terms

Understand the need of Disaster Management

      Analyse the Governmental and Non-Governmental efforts of Disaster Management

Understand man made and natural disasters and their effects.

Acquaint skills of First-Aid and Disaster Management.

Course Outline :

Unit-I   :   Disaster Management: An Overview

- Meaning of Disaster, Hazard and Risk
- Concept of Disaster Management
- Need of Disaster Management
- Efforts for Disaster Management by government authorities

Unit-II   :   Natural and Man-Made Disaster

(Cause, Effect, Prevention and Individual responsibilities)

- Natural Disaster

  - Earth Quake   - Volcano
  - Flood   - Thunder
  - Famine   - Tsunami

- Man Made Disaster

  - Terrorist Activity   - Electrical Fault
  - Fire   - Blast
  - Gas Leakage   - Radiation
  - Stampede

Unit-III   :   Practical Activity (Any One)

- Short Term Training in Disaster Management
- Training of First Aid
- Display on a Disaster and its effect.

Unit-IV   :   Practical Activity (Any One)

- Presentation and Discussion on any Natural Disaster
- Poster Presentation on Natural Disaster

Unit- V   :   Practical Activity (Any One)

- Presentation and Discussion on any Man Made Disaster
- Poster Presentation on Disaster Management

References:

1. Ariyabandu, Madhavi Malagoda, Gender Dimensions in disaster management: a guide for South Asia,Zubaan, New Delhi.2005.
2. Asthana, N.C.(and) Priyanka Asthana, Disaster Management,Aavishkar Pub., Jaipur. 2014.
3. Coppola P. Damon, Introduction to international disaster management, Elsevier, Amsterdam. 2011.
4. Dhunna, Mukesh Disaster Management, Vayu Education of India, New Delhi. 2009.
5. Ghosh G.K., Disaster Management, APH Pub., New Delhi.2015
6. Gupta, Harsh K., Disaster Management, University Press, Hydrabad. 2003.
7. Sundar and T. Sezhiyan, Disaster Management, Sarup & Sons, New Delhi.2007.
8. Rajib. Shaw (and) Krishnamurthy, Disaster Management: Global challenges and local Solutions, University Press, Hyderabad. 2009.
9. Taori, Kamal, Disaster Management through Panchayati Raj, Concept Publishing company, New Delhi. 2005.

BVF 015 Parenthood and Family Relation

Max. Marks : 100   **L T P C**

(CA: 40 + ESA: 60)   **2 0 0 2**

Learning Outcomes:

Upon completion of the course students will be able to:

' Observe children at different age levels in different situations and record them

    ' Prepare age related teaching aids

    ' Evaluate ,modify and compose age related printed materials / songs

/and stories

' Plan and organize play activities / games, role plays, parties/ get together for children of different age groups

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

    Content

    ' Preparing for parenthood:

➢ Personal readiness and understanding the responsibilities of becoming a parent

➢ Pre and post parenthood health issues and concerns - Management of reproductive health issues

    ' Antenatal, natal and postnatal care: Health, nutritional and emotional

' Infant care practices: feeding, weaning, toilet training, hygiene, sleep and rest

    ' Milestones of developments and role of parents as facilitators

    ' Effective parenting skills:

    ➢ Disciplinary techniques and their impact

    ➢ Strategies for positive parenting

➢ Handling behavioural problems such as sibling rivalry   and aggression

    ' Significance of family harmony in changing society:

➢ fostering positive inter personal relationships family conflict and resolution

Learning Experiences :

1. Observing children at different age levels in different situations

2. Recording observations, including Anecdotal records on Individual differences in difference aspects of behaviour

3. Preparing age related teaching aid

4. Viewing educational films followed by group discussion

5. Case Studies

6. Evaluating printed materials – (Magazines, news papers, articles from the books)

7. Collecting, composing and modifying age related songs and stories

8. Introspecting one"s own past childhood experiences, with parents, siblings, friends neighbours etc.

9. Planning and organizing play activities and games for children of different age groups

10. Group discussions/Buzz sessions

11. Role playing

12. Planning for celebrating festivals, parties, get together.

References :

1. Kulkarni, S. & Kulkarni, S. (1995). *Responsible Parenthood and*

Harmonious Families. Jaipur: Classis Pub. House.

2. Minett, P.M. (2001). *Child Care and Development* (4th ed.). London, United Kingdom, UK: John Murray.

3. Santrock, J.W. (2008). *Life Span Development*. New York, NY: Tata

McGraw Hill Companies, Inc.

4. Sharma, K. (1993). *Bal Vikas*. Agra: Star Publications.

5. Sharma, K. & Sharma, L. (1993). *Matrkala Evam Bal Vikas* (pancham sanskarn). Agra: Star Publications.

6. Sharma, N. (1999). *Understanding Adolescence*. New Delhi: National

Book Trust.

7. Singh, V. (2012). *Matrkala Evam Shishu Kalyan* (5th ed.). Jaipur: Panchsheel Prakashan.

8. Hurlock, E.B. (1988). *Child Development* (6th ed.). New York, NY: Tata McGraw Hill Publishing Co. Ltd.

Suggested E-Learning materials

1. Childhood and Growing Up 1MB

https://drive.google.com/open?id=0Bwk5FIsI0ctxTUNrazYzRFp

Sdms

2. Guidance and Counseling 14MB

https://drive.google.com/open?id=Bwk5FIsI0ctxSm5ERUNtTG1

KalU

JMC 515 R Women and Media

Max. Marks : 100   **L T P C**
ESA : 100   **0 0 4 2**

Learning Outcomes:
The student will be able to:
1. Understand key theories and methods of studying media, power, and social identities
2. Examine the role of media in constructing gender and its intersections with race, ethnicity, class, and sexuality

Course Content:
Media representations of women, Portrayal of women in film, television, news and magazines, Media and Women: A historical perspective, Contribution of Renowned Women Journalist in National and International Media, Women, Education and Communication: Content and Concept, Use of media for development of women.

Suggested Readings:

- Verma, N.K. (2006). *Media and Women.* New Delhi: Mohit Publications

- Gauntlett, D. (2002). *Media, Gender, and Identity: An Introduction.* London, UK: Routledge

- Thornham, S. (2007). *Women, Feminism and Media.* Edinburgh, UK: Edinburgh University Press

- *Stover. M.R., & Ibroscheva, E. (2014). Women in Politics and Media Perspectives from Nations in Transition. London, UK:*
Bloomsbury Publishing Plc

E-Learning materials:
WOMEN AND MEDIA - Swami Vivekananda
www.caluniv.ac.in/global-mdia-journal/Documents/
Portrayal of Women in Indian Mass Media - Journal of Education
jespnet.com/journals/Vol_1_No_1_June_2014/12.pdf
(PDF) PORTRAYAL OF WOMEN IN MEDIA - ResearchGate
https://www.researchgate.net/publication/284431132_PORTRAYAL_OF_
WOMEN_
Chapter 10: Women and the Media – Global Women's Issues
https://opentextbc.ca/womenintheworld/chapter/chapter-10-women-andthe-
media/
Global Women's Issues: Women in the World Today, extended version
https://opentextbc.ca/womenintheworld/

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **0 0 4 2**

Print Advertising Preparation – Copy Writing and Designing; Making Posters and Handbills,
Newspaper and Magazine Advertisement; Planning and Execution of an Advertising Campaign;
Writing Radio Spots and Jingles; Writing TV Commercials - Developing Script and Story Board;
Planning and Execution of an Advertising Campaign.

Suggested Readings:

• Aakar, David A. Rajeev Batra and John G. Myers (2016) *Advertising
Management*, New Delhi : Prentice-Hall.

• Sengupta, Subroto (1982) *Brand Positioning*, New Delhi : Tata
McGraw Hill Publishing Co.

• Rege, G.M., (1972) *Advertising Art and Ideas*, Mumbai : Kareer
Institute.

• John, Caples (1998) *Tested Advertising Methods,* New York :
Harper & Bros.

• Wells, William, John Burnett, Sandra Moriarty (1989) *Advertising:
Principles and Practice* : Pearson Prentice Hall.

• Harriosn, Tony Ed. (1989) *A Handbook of Advertising Techniques*,
London : Kogan Page, K. Chandrakandan, Noorjehan A.K.
Hanif, N. Balasubramani, C. Karthikeyan.

Suggested E-Learning Material:

ADVERTISING AND SALES PROMOTION

www.pondiuni.edu.in/storage/dde/downloads/markiv_asp.pdf

HubSpot | Free Advertising Ebooks

https://www.hubspot.com/resources/ebook/advertising\

Advertising: Concepts & Principle - NRAI School.

www.nraismc.com/wp.../03/501-advertising_concept____principle.pdf

introduction advertising - University of Mumbai - Mumbai University

archive.mu.ac.in/myweb_test/sybcom-avtg-eng.pdf

BVF 018 Selected Writings of Great Authors - II

Max. Marks : 100   **L T P C**

(CA: 40 + ESA: 60)   **2 0 0 2**

Objectives: The objectives of the course of study are:

1. To fulfill one of the objectives of Five Fold Education (Panch Mukhi Shiksha) of Banasthali University that is to educate girls in cultural traditions and preserving and inculcating the essential values and ideas of Indian Culture.

   2. To develop an acquaintance with Indian Epics.

3. To develop analytical faculty and habit of self study and reading good books among the students.

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

   1. Students are required to select any one of the following books:

छात्रा को निम्नलिखित में से किसी भी एक पुस्तक का चुनाव करना है:–

'Fundamental Unity of India' - राधा कुमुद मुखर्जी– भारत की मूलभूत

एकता– (हिन्दी (अनुवाद) – विपिन कुमार)

अथवा

Jawahar Lal Nehru - India Rediscovered (Abridged from the Discovery of India by C.D. Narasimhaiah. Professor of English, Maharaja‟s College, Mysore)Geography Cumberlege Oxford University Press.

अथवा

जवाहरलाल नेहरु, संपादक रामचन्द्र टंडन हिन्दुस्तान की कहानी (संक्षिप्त संस्करण) 1995 सस्ता साहित्य मंडल, नई दिल्ली

   2. Students are required to select any one of the following books:

छात्रा को निम्नलिखित में से किसी भी एक पुस्तक का चुनाव करना है:–

प्रो. दिवाकर शास्त्री – गीता का नीति शास्त्र (हिन्दी/अंग्रेजी)

अथवा

डॉ. राधा कृष्णन् – श्रीमद्भगवत गीता (हिन्दी/अंग्रेजी)

अथवा

महादेव देसाई The gospel of Self Action or The Geeta (Hindi/English)

अथवा

विनोबा भावे– गीता प्रवचन

गांधी – अनासक्ति योग   अथवा अथवा विनोबा भावे – कुरआन सार (हिन्दी/अंग्रेजी)

अथवा बाइबिल न्यू टेस्टामेंट – (हिन्दी/अंग्रेजी

DNP 104L Creative Work and Study

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **0 0 2 2**

Sketches (Indoor and outdoor), studies from nature and Exploration of possibilities and limitations of various media.

Each student is supposed to submit :

(a)	4	Studies from nature	-	25 Marks
(b)	2	Art work in any medium	-	15 Marks

Medium : (Pencil, Pen & ink, Crayon, Tempera, water colour and Acrylic colour.)
Size : Half imperial

(c)	50	Sketches on ¼ Imperial size	-	10 Marks
(d)		Practical competency (Internal)	-	10 Marks

BVF 020 Women in Indian Society

Max. Marks : 100   **L T P C**

(CA: 40 + ESA: 60)   **2 0 0 2**

Learning Outcomes:

After the completion of the course, the students will be able to:

- Understand the basic concept of equality in mythological narratives.

- Develop an understanding of how identity formation of women in socio cultural and professional settings takes place and sustains in our social setting.

- Learn about life changing experiences and accomplishments of women role models in different fields and be inspired.

- Critically evaluate the contributions of women"s universities in

making of women leaders.

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

Content:

- Women in Indian society: Concept of equality from mythological narratives to present perspectives.

- Identity formation of women: Socio-Cultural Identity, Professional

Identity and impact of socialization in identity formation.

- Women"s participation in Indian freedom struggle: Rani Laxmi Bai, Sarojini Naidu, ArunaAsaf Ali, Usha Mehta.

- Changing status of women in post independence India with context to social, education, political, economic, and health.

- Women role models in various fields such as (not limited to): Savitri Bai Phule (Education), Indira Gandhi (Politics), Mahashweta Devi (Literature), Kalpana Chawla (Science), Binny Yanga (Social Sector), P.T. Usha (Sports), Indira Nooyi (Corporate).

- Contribution of Women"s Universities in nurturing women leaders in

India.

Recommended Books

1. Ahuja, M. L. (2011). *Women in Indian Mythology.* Delhi: Rupa

Publications.

2. Altekar, A. S. (1956). *Position of Women in Hindu Civilization.* Delhi: Motilal Banarsidas.

3. Desai, Neera. (2001). *Women in Modem India.* Delhi: National Book

Trust.

4. Desai, Neera & Maitreyi. (1986) *Women and Society.* Delhi: Ajanta

Publications.

5. Kumar, Radha. (1993). *The History of Doing; An Illustrated Account*

of Movements For Women's Rights And   Feminism in India, 1800-

1990, Zubaan, New Delhi.

6. Bhalla, K. S. (2006). *Great Women of India.* Delhi: Kalpaz

Publications.

7. Forbes, Geraldine. (2008). *Women in Independent India.* New York: Cambridge University Press.\

Suggested E-Resources

1.   Women in Ancient India, Mythology http://www.legalservicesindia.com/article/1867/The-Socio-Economic-

Status-of-Women-in-India-Ancient-to-Modern-Era.html

https://timesofindia.indiatimes.com/life-style/books/photo- stories/fascinating-women-from-mythology/photostory/58495315.cms

2. Gender, Identity and Socialization https://blogs.unicef.org/evidence-for-action/what-is-gender-

socialization-and-why-does-it-matter/

https://www.jstor.org/stable/27520847?seq=1#metadata_info_tab_con tents

3. Women & Freedom Movement https://www.academia.edu/6399139/Role_of_Women_in_India_s_Str

uggle_for_Freedom

4. Women and Socio-economic, Political, Health Status http://shodhganga.inflibnet.ac.in/bitstream/10603/8562/7/07_chapter

%202.pdf

5.   Inspiring Women of India https://www.indiatoday.in/entertainment/photo/indias-25-most-

influential-women-369340-2013-03-13/14

https://owlcation.com/humanities/Greatest-Indian-Women-From- History

DRMA 101L Acting and Speech Lab

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **0 0 8 4**

1. Improvisation Exercises and games for the development of improvisation skill.
2. Co-ordination
    Exercises and games for the development of Co-ordination skill.
3. Projection of Voice   Vocal Exercise
4. Speech Work Peach, Power, Diction & Posses.
5. Drama Reading (Eakankis) By famous drama writers
6. Enactment of Scans   Process of Scan Making
7. Physical Exercise
8. File Work

HSC 203 Family Dynamics

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **3 0 0 3**

Learning Outcomes:
Upon completion of the course students will be able to:
• Analyze different aspects of marriage and family in the context of
changing socio-economic scenario in the country
• Intelligently deal with economic and social issues
• Solve family disharmony issues and have positive attitude towards
marital and family counseling

Unit I
Institution of marriage Definition and change in concept of marriage in India- past and present Mate selection- theories and factors influencing. Dating, courtship and engagement- definition, meaning and objectives Marital adjustment- definition, factors affecting marital adjustment, areas of marital adjustment

Unit II
Family in India Definition, meaning and objectives Types of families, their merits and demerits Implications of family changes- female headed houses, single parent families. Families with working women

Unit III
Problems and needs of family in specific situation Families with chronically ill patients like cancer, AIDS and TB. Families in extreme poverty conditions e.g. families in urban slums
Unit IV
Causes and effect of family disharmony Factor leading to family disorganization Desertion and separation by the spouse, divorce and its
consequences, laws related to divorce and separation.
Unit V
Conflicts Meaning and sources of conflict Conflict resolution Marriage counseling - need, importance and content of marital and premarital counseling

References :
1. Augustine, J.S. (1982). *The Indian Family in Transition*, New
Delhi : Vikas Publishing House.
2. Bhatia, H. S. (1983). *Aging and society: A sociological study of
retired public servants*. Udaipur Arya's Book Centre.
3. Chaudhary, J.N. (1988). *Divorce in Indian Society*. Jaipur :
Printwell Publishers.
4. Desai, N. & Krishnaraj, M. (1987). *Women and society in India*.
New Delhi: Ajanta Publications.
5. Devdas, T.S. (1979). *Hindu Family and marriage*, Madras:
University of Botany.
6. Jain, B. S. (1984). *Indian society*. Jaipur: College Book Center.
7. Kapadia, K.M. (1990). *Marriage and family* (3rd Ed). Calcutta :
Oxford University Press
8. MacIver & Page Charles H. (1952). *Society -An introduction
analysis*. London : Macmillan Co. Ltd.
9. Mukherjee, R. (1979). *Indian Society*. Jaipur: College Book
Center.
10. Rice F. Philips (1983). *Marriage and Family*. : N.J. : Prentice Hall
11. TISS. (1991). *Research in families with problems in India
Mumbai:* BookPublisher T.I.S.S. 991Description: xvi,587 p..
12. Vidya, B. & Sachdeva, D.R. (1984). *Introduction to sociology.*

New Delhi : Kitab Mahal.

JMC 409 Transmedia Storytelling

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **5 0 0 5**

Learning Outcomes:
The student will be able to:
• Demonstrate proper media writing and editing styles.
• Modify writing styles to fit various media platforms.
• Demonstrate effective information gathering skills and techniques.

Section-A

Language of Print Media: Difference between creative writing and journalistic writing Basics of reporting, Basics of editing, News story, Feature writing, Article writing, Editorial writing, News analysis, Back grounder, Human interest stories

Language of Radio: Elements of radio script, Writing for different formats of radio programmes: Radio talks, Radio news, Radio features, Musical programmes, Interview, Writing for an audience specific program (for child, women, farmer etc.) Introduction to Recording and editing sound

Section-B

Language of Audio-Visual: Television genres: News, News features, Documentaries, Interviews, Discussions & Debates, Talk shows, Content development for audience specific program, speaking to visuals, dubbing, Visual Grammar – Camera Movement, Types of Shots, Focusing, Basics of a Camera Specialized Reporting (Women,crime,rural,financial,cultural,sports,health,entertainment,education,etc.)

Language of Web: developing web pages, developing static & dynamic websites, Interface between visuals & copy, elements of Web page, Writing for Social media Basics of Writing for Social Networking Sites (SNSs): Facebook, Twitter, Wordpress, Blogger Use of SNSs: YouTube, Docs, Drive, Hangouts, Skype, Instagram, Pinterest, LinkedIn, Citizen Journalism through SNSs

Section-C

Translation and transcription within Media: Concept & Definition of Translation-Nature & Norms of Translation.-Types of Translation-Word to Word Translation, Literal Translation, Summarized Translation. The need and importance of Translation in Journalism, Guidelines for Translation, Concept and definition of transcription

EDU 407 Environmental Education

Max. Marks :100   **L T P C**
(CA:40+ESA:60)   **4 0 0 4**

Objectives: Pupil Teachers will be able to-
- Understand the Concept, Aim, Objectives and Need of Environment Education.
- Understand the Importance of environment education in School Curriculum.
- Appreciate the Role of Various media in environment education.
- Understand Environment crisis.
- Develop ISM for teaching environment education.
- Organize different Activities related to Environment Education
- Perform activities for awareness of Environment Education.

Course Outline :

Unit-I   :   Environment Education-An Introduction
- Meaning and need of environment education.
- Importance of environment education for teachers and students.
- Purpose of environment education.

Unit-II   :   Issues and Efforts in Environment Education
- Role of Individual and media in environment education.
- Environmental related issues:
- Acid rain
- Global warming
- Ozone deplition
- Tower Radiation
- Efforts for preservation of environment

Unit-III   :   Practical Activity (Any two)
- Preparation of any one ISM based on theme "environment conservation"
- Project on environment conservation programme
- Preparation of one ISM based on theme "Natural Resource Conservation".

Unit-IV   :   Practical Activity (Any two)
- Organization of activities related to save our environment
- Debate
- Quiz
- Essay Writing
- Poster Presentation

Unit-V   :   Practical Activity (Any two)
- Drama performance for awareness of environment
- Plantation programme
- Organization of exhibition based on environment efforts

References:
1. Gupta, K. R.(2010). "Environmental education in India", Atlantic Publishers and Distributors, New Delhi.
2. Bhalla, G. S. and Heema Khanna (2007), "Environmental Education", Regal Publishers, New Delhi.
3. Srivastava, Pankaj and S. P. Singh (2002). "Environmental Education", Anmol Publication, New Delhi.
4. Vashist Himanshu (2002), "Environmental Education: Problems and Solutions", Book Enclave, Jaipur.
5. Pandey, V. C. (2006), "Environmental Education", Isha Books, New Delhi.

JMC 208 Creative Writing

Max. Marks : 100　　　　　　　　　　　　　　　　　　　　　　　**L T P C**
(CA: 40 + ESA: 60)　　　　　　　　　　　　　　　　　　　　　　**3 0 0 3**

Learning Outcomes:
After the completion of the course, Student will be able to :
- Explore beyond News Writing.
- Conceptualize and develop the skill for Editorial Writing.
- Write the Columns
- Write in different formats

Unit I
Beyond News Writing: Types and Areas Beyond News Writing; Necessity and Importance of Beyond News Writing; New Trends in Beyond News Writing.

Unit II
Article and Essay: Definition and Difference. Writing skill and Important Points. Difference between Article and Feature; Types and Qualities of a Feature.

Unit III
Significance of Editorial Writing: Ideas and Analysis in Editorial Writing; Editorial Writing and Campaigning; Special Occasions Articles: Definition, Necessity; Diary and News Letter.

Unit IV
Column Writing: Definition and Types. Importance of Column Writing and Necessity. Art Reviews; Music, Dance, Drama, Film Review, Book Reviews; Sport Reviews. Economics Reviews.

Unit V
Reportage Travel and Memories: Definition and Difference; Study of Important Travel Reportage; Importance of Reportage in Covering Leisure and Life Style, Social Science Studies; New Emerging Trends in Entertainment.

COM 312 Personal Finance

Max. Marks : 100　　　　　　　　　　　　　　　　　　　　**L T P C**
(CA: 40 + ESA: 60)　　　　　　　　　　　　　　　　　　　　**4 0 0 4**

Course Objectives:
1. To understand the concept of personal finance, personal financial planning process & personal financial statement analysis.
2. To understand the concept of Retirement planning and estate planning.
3. To understand the concept of tax planning and investment planning
4. To understand the concept of financial literacy and role of regulators in promoting financial literacy.
Note: The paper will contain nine questions having a compulsory case study in any one unit. Candidates are required to attempt five questions in taking at least one question from each unit. Case Study will be compulsory.
Course Contents:

Unit I
Personal Finance: Introduction, Goals, Need, Personal Financial Statements,Personal financial planning process, Life cycle approach to inancial planning, Components of financial plan, developing financial plan. Budgeting: Principles of Successful Budgeting, Spending money wisely, Time value of Money, careers in personal finance advisory.

Unit II
Investment Avenues: Principles of successful investing, Overview of securities markets, Factors controlling investment returns, Types of investment options available to an individual investor, Building successful investment portfolio.

Unit III
Introduction to Bank and Banking services, Type of accounts, Types of deposits, KYC, Types of loans, deposit, credit and investment services offered by commercial banks, Care while using mobile banking, Mobile applications, Internet banking etc.

Unit IV
Insurance: Importance, Need, Principles of insurance, Types of life insurance, Health insurance, Home & Liability Insurance. Estate Planning: Objectives of will and creating a valid will and power of attorney.

Unit V
Retirement Planning: Principles, stages and steps in retirement planning, Tax planning: importance, PAN, Heads of Income, Tax saving under section 80C, Role of RBI, NISM, SEBI and others in promoting financial literacy in India.
Activities:
Upon completion of the course student will be able to:
1**.** Understand the requirements for your Personal Financial Plan.
2. Develop and implement a budget.
3. Understand the joy of giving back to society.
4. How to use retirement Planning calculator.
5. Using other financial calculators.
6. How to advise someone about financial planning process.
7. Proactive and reactive ways to deal with Investment frauds and low quality financial services.
Learning Outcomes:
• Understand the requirements of Personal Financial Plan can develop and implement a budget.
• Use retirement planning calculators and other financial calculators.
• Understand Proactive and reactive ways to deal with Investment frauds and low quality financial services.
Suggested Readings:
1. Halan, M, (2018). Let's Talk Money: You've Worked Hard for it, Now Make it Work for You (1 ed.), New Delhi, Harper Business
2. Mitra S. et al. (2018), Financial Planning (1 ed.), Sage Publications New Delhi
3. Mirashi, S., (2012). I Can Do-Financial Planning. (4 ed.), New Delhi: Academic Foundation
4. Preschool, IMS, (2015). Investment Planning (1 ed.), New Delhi, Tata

Mc-Graw Hill

5. Gopinath, M. N. (2011). Banking Principles and Operations. (3 ed.), Mumbai, Snow white Publications.

Suggested E-Learning Material:

1. Kotak Securities (2019), *Knowledge Bank,* Retrieved from https://www.kotaksecurities.com/ksweb/Research/Knowledge-Bank/ Investment-Know!egde-Bank

2. Halan M. (2019), *Let's Talk Money With Monika Halan: Financial Planning Ideas,* Retrieved from https://www.bloombergquint.com/ bqportfolio-videos/let-s-talk-money-with-monika-halan- fmancialplanning-ideas, Courtesy BloombergQuint

3. Pareek, N., et al. (2018, Decemeber 1). *Emerging Trends in Banking.* Under Banasthaii-MHRD NRC, Retrieved from https://www.you'tube. com/watch?v=gCBs3 13D46g:

4. Purohit, H. (2015, October 13), Banasthali Vidyapith Presents the Bhartiya Mode! of Financial Literacy (BMFL), retrieved from https://papers.ssrn.com/sol3/papers.cfm?abstract_id==2673446

5. RB1. (n.d.). *Financial Education and RBJ.* Retrieved March 1, 2019, from rbi.org.in: https://rbi.org.in/fmancialeducation/home.aspx

6. Sud, R. (2017, June 13). *Why India needs to work on financial literacy now more than ever.* Retrieved March 1, 2019, from www.livemint.com: https://www.livemint.com/0pinion/f5xo 11 OSPqx GWUdaWKVb8J/Why-India-needs-to-work-on-fmancial-literacy-nowmore-than.html

DES 101 Art Appreciation

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **2 0 0 2**

Theory:
Section-A
(Introduction and origin of art)
• Meaning, Definition and classification of Art and Aesthetics.
• Themes and purpose of art.
• Prehistoric introduction of art in India and Europe context.
• Oriental period of art- Indus valley civilization
Section–B
(Ancient, Mediaeval, and Modern period of western art)
• Classical period of Greece and Rome with characteristics, artwork, and artist.
• Early Christian art (Byzantine, Gothic, and Romanesque)
• Renaissance Period (The early and high renaissance in Italy) with the characteristics of art, master artist, and their art work.
• Baroque period characteristics master artist and their art work.
• Rococo period characteristics master artist and their art work.
• Art deco period characteristics master artist and their art work.
• Art Nouveau period characteristics master artist and their art work.
• Neoclassical periodic characteristics master artist and their art work.
• Realism periodic characteristics master artist and their art work.
• Impressionism (neo impressionism, Post impressionism) characteristics master artist and their art work.
• Cubism characteristics master painter and their art work.
• Some master painters of different art period of modern world:- Henry Mattie, Salvador Dali, Kandinsky, Paul Klee, Francis Picabia, Joan Miro, Piet Mondrian, Jackson Pollock, Andy Warhol.

Section-C
Ancient Medieval and Modern period of Indian art
• Cave art:- Ajanta and Baagh cave their style, medium, subjects and characteristics.
• Manuscripts art:- Jain and pal school
• Miniature art:- Mughal, Rajputana Rajasthani and Pahadi origin, subject medium and characteristics and master painters
• Bengal school of art
• Some master painter of Indian art :- Raja Ravi Varma, Amrita shergil, D.P. Roy choudhary, Jamini Roy, N.S. Bandre, K.K. Hebbaar, M.F.Hussain, F.N.Suza and S.H. Raza and G.R. Santosh.
Learning Outcomes:
Upon Completion of the course, the students will be able to:
• Recognize the visual art forms and their historical cultural contexts
• Appreciate the importance of art and its application in various disciplines of art education.
• Critically interpret and analyze works of art in terms of form and content.
• Utilize fundamental concepts of aesthetics toward the interpretation of art.
• Understand the basic and formal elements of art and key works of art.
• Identify the master artist's work with their style.
Recommended Books:
1. Tomory, Edith (2009).*A history of fine arts in Indian and the west*. Hydrabad (AP), India. Orient Blackswan Private Limited.
2. Morris, Desmond (2013). The Artistic Ape, Three million years of art.
UK, Red Lemon Press.

DES 208 Design Methods and Processes

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **4 0 0 4**

Theory:
Section-A
• Fundamentals of Design
a. Definition of Design
b. Necessity of Design
c. Design and Society
• Form and Function
Section-B
Design Thinking: Critical thinking-exploring possibilities, constraints and inherited psychographs; Significance of design research and design practice; Sustainability; Convergence – prototyping alternatives and possible scenarios; Aesthetics and function; Problem solving – where process meets method; Design – client needs and/or user needs; Green
design.
Section-C
Methodology: Concept; Design brief; Branding; Research; Analysis; Implementation/prototyping; Costing, specifications for multiplication; Production; Quality monitoring.
Learning Outcomes:
Upon completion of the course, the students will be able to:
• Develop critical and lateral thinking approach.
• Develop a basic design concept, visualization and manipulation
techniques.
• Develop an appreciation of function, aesthetics and technology in
design.
• Develop basic design thinking and communication skills.
• Create activities and experiences for basic process of design, adapt in
their abilities, interest and design in context of human society,
economy, politics and socio-cultural aspect.
Recommended Books:
1. Balaram, S (2011). Thinking Design, SAGE Publications India Pvt
Ltd
2. Papanek, Victor (1971). *Design for the Real World: Human Ecology and Social Change*, New York, Pantheon Books.
3. Vyas, H. Kumar (2009). *Design and Environment: A Primer* (3rd ed.). India, National Institute of Design.
4. Munari, Bruno (1971). *Design as Art.* Penguin books
Recommended E-Resources:

https://www.bloomsburydesignlibrary.com/taxonomy?id=disciplines

PSY 404 Positive Psychology

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **5 0 0 5**

Learning Outcomes:
After completion of the course, the students will be able to:
• Analyze the importance of positive emotions in well-being and mental health.
• Apply concepts of positive psychology for the development of positive values.
• Analyze the role and importance of positive relationships in the lives of
human-beings.
• Synthesize the role of flexibility and complexity in intra- and
interpersonal well-being.

Section- A
1. Introduction to Positive Psychology: Definition, Significance,
History, Goals, Perspectives: Western and Eastern.
2. Principles of Pleasure: Concept of Affect, Distinguish between Positive & Negative Affect.
Happiness: Concept, Hedonic and Eudaimonic Happiness, Subjective Well-being (Hedonic base of
Happiness), Self-Realization (Eudaimonic base of Happiness), Compare Hedonic and Eudaimonic
views of Happiness. Positive Emotions: Concept, Positive Emotions and Health Resources, Positive
Emotions and Wellbeing, Cultivating Positive Emotions.
Sense of Humor: Concept, Cultivation and measurement of Sense of Humor.
3. Positive Relationships: Concept of Attachment, Types and Adult Attachment. Love: Concept,
Typologies, Triangular Theory of Love, Self- Expansion Theory. Flourishing Relationships.

Section- B
4. Prosocial Behavior: Concept of Altruism, Egotism Motive, Empathy Motive and Empathy-Altruism
Hypothesis, Genetic & Neural foundations of Empathy, Cultivating Altruism, Measuring Altruism.
Gratitude: Concept, Cultivating, Measuring Gratitude, Psychophysiological foundations of Gratitude.
Forgiveness: Concept, Cultivating, Measuring, Evolutionary and Neurological
bases of Forgiveness.
5. Positive Cognitive States & Processesa) Self-Efficacy: Concept, Neurobiology of Self-Efficacy,
Measuring Self-Efficacy, Collective Self-Efficacy.
b) Optimism: Concept, Measuring, Learned Optimism, Neurobiology of Learned Optimism, Measuring
Learned Optimism.
c) Hope: Concept, Neurobiology of Hope, Measuring Hope, Collective Hope. Resilience: Concept,
Perspectives, Skills & Applications.
d) Wisdom: Concept, Theories, Developing Wisdom, Measurement of Wisdom.
e) Courage: Concept, Theories, Becoming Courageous, Measurement, Relationship between Fear &
Courage.

Section- C
6. Mindfulness: Concept, Benefits of Mindfulness. Flow: Flow State, Autotelic Personality, Fostering
Flow. Spirituality: Indian & Western View, Benefits of Spirituality.
7. Positive Institutions: Positive Parenting, Skills of Positive Parenting. Positive Schooling: Goals,
Components and Skills. Organization (Work Place): Goals, Strengths. Religion: Goals, Strengths.
8. Betterment of Communities- Individualism: History, Emphases in Individualism. Collectivism:
History, Emphases in Collectivism. ME/WE Balance.

Recommended Books:
1. Aspinwall, L. G. &Staudiger, U. M. (2002). *A Psychology of human
strengths: Fundamental questions and future directions for a positive
psychology*. Washington, (Eds.)
2. Averill, J. R. &Nunley, E. P. (1992), *Voyages of the heart: Living an
emotionally creative life*. New York: Free Press.
3. Baltes, P. B. (2005). *Wisdom: The orchestration of mind and
character. Boston*: Basil Blackwell.
4. Baumgardner, S. R. & Crothers, M. K. (2009). *Positive Psychology*.
New Delhi: Dorling Kindersley.
5. Branden, N. (1994). *The six pillars of self-esteem*. New York: Bantam
Books.
6. Buchanan, G. and Seligman, M.E.P. (1995). *Explanatory Style* (Eds.).
Hillsdale, N.J.: Erlbaum.
7. Buckingham, M. & Clifton, D. O. (2001). *Now, discover your*

strengths. New York: Free Press.

8. Carr, A. (2007). *Positive Psychology: The science of happiness and human strength*. Routledge Taylor & Francis group London, New York.

9. Csikszentmihalyi, M. (1990). *Flow: The psychology of optimum experience*. New York: Harper & Row.

10. Csikszentmihalyi, M. (1996). *Creativity: Flow and the psychology of discovery and invention*. New York: Harper Collins.

11. DC: American Psychological Association.

12. Gillham, J.E. (2000). *The Science of Optimism and Hope: Research Essays in Honor of Martin* (Ed.) E. P. Seligman. Radnor, PA: Templeton Foundation Press.

13. Linley, P. A. & Joseph, S. (2003). *Positive psychology in practice*. (Eds.) Hoboken, NJ: Wiley.

14. Lopez, S. & Snyder, C. R. (2003). *Positive psychological assessment: A handbook of models and measures* (Eds). Washington, DC: APA.

15. McCullough, M. E. Pargament, K. I. &Thoresen, C. E. (2000). *Forgiveness: Theory, research, and practice* (Eds.). New York: Guilford Press.

16. McDermott, D., & Snyder, C. R. (1999). *Making hope happen: A workbook for turning possibilities into realities*. Oakland, CA: New Harbinger Publication.

17. McDermott, D., & Snyder, C. R. (2000). *The great big book of hope*. Oakland, CA: New Harbinger Publications.

18. Peterson C, & Seligman, M.E.P. (2004). *Character Strengths and Virtues A Handbook and Classification*. Washington, D.C.: APA Press and Oxford University Press.

19. Peterson, C. (2006). *A primer in Positive Psychology*. New York: Oxford University.

20. Saarni, C. (1999). *Developing emotional intelligence*. New York: Guilford.

21. Seligman, M. E. P. (1999). *Learned optimism*. NY: Knopf.

22. Seligman, M. E. P. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. NY: Free Press.

23. Seligman, M. E. P., Reivich, K., Jaycox, L., & Gillham, J. (1995). *The optimistic child*. NY: Houghton Mifflin.

24. Snyder, C. R. (2000). *Handbook of hope: Theory, measures, and applications*. San Diego, CA: Academic Press.

25. Snyder, C. R., & Lopez, S. J. (2002). *The handbook of positive psychology* NY: Oxford University Press.

26. Snyder, C. R., McDermott, D. Cook W., &Rapoff, M. (2002). *Hope for the journey: Helping children through the good times and the bad* (Rev. ed) Clinton Corners, NY: Percheron.

33

27. Snyder, C. R. & Lopez, S. J. (2009). *Positive Psychology: The scientific and practical explorations of human strengths*. Lawrence: Sage.

28. Synder, C. R., & Lopez, S. J. (2009). *Positive Psychology*. Sage Publication India Pvt. Ltd.

Suggested E-learning Material:
1. Positive psychologist on positive psychology https://www.pdfdrive.com/positive-psychologists-on-positive-psychology-e26890470.html
2. Positive psychology in practice https://www.pdfdrive.com/positivepsychology- in-practice-researchgate-e13947710.html
3. Positive psychology https://www.pdfdrive.com/positive-psychologye33549648. Html

STAT 301 Applied Statistics

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **6 0 0 6**

Learning Outcomes: After the completion of the course, the students will
be able to:
- Understand the concept of time series data and application in
various fields.
- Identify principle sources of demographic data and assess their
strengths and weaknesses.
- Understand the calculation and interpretation of the principal demographic measures, and standardize these measures for comparison and construct and interpret life tables.
- Understand the uses of index number with their construction methods.
- Understand the concept of demand and supply theory.
- Understand the concept of scaling of scores.

Unit 1
Time series analysis: Components of a time series, Additive and multiplicative models. Methods of determining trend and seasonal components.

Unit 2
Vital Statistics: Indices of mortality and fertility, Mortality- Crude and Standardized death rates. Fertility- Crude birth rate, general fertility rate, Gross and Net reproduction rates, Definition, evaluation and uses of above indices, Stable and stationary populations- concept, determination of the rate of increase in a stable populations, Life table: construction of life table from graduated rates of mortality and evaluation of probabilities of survival and death from a life table.

Unit 3
Economic statistics: Meaning and uses of Index Numbers, Problems in construction of Index Numbers, Prices and quantity indices, Fixed base and chain base Index numbers. Weighted and unweighted index numbers-Laspeyre's, Pasche's, Marshel-Edgeworth's and Fisher's ideal Index numbers, Time reversal, factor reversal and circular tests, Base shifting, splicing and deflating. Construction of cost of living and wholesale price index numbers.

Unit 4
Educational Statistics: Statistics in Psychology and Education, Scaling of scores, Standard scores, Normalized scores, T scores, Reliability and validity of test scores, intelligence quotient.

Unit 5
Demand Analysis: Demand and supply, Law of Demand and Supply. Price elasticity of demand, Partial elasticity of demand. Engel's curve and Engel's law, Pareto's law of income distribution.
Note: Use of Scientific calculator is permissible.

Text Books:
1. Gupta, S. C., & Kapoor, V. K. (2000). Fundamentals of mathematical statistics. New Delhi, Sultan Chand & Sons. (for applications)
2. Goon, A.M., Gupta, M.K., & Dasgupta, B.*Fundamental of
Statistics.* (Volume.2). The World Press Pvt. Ltd.

Reference Books:
1. Hooda R.P. Introduction to Statistics. (7th ed.). Macmillan India Ltd.
2. Croxton, F.E.& Cowden, Dudley J. (1955). Applied General Statistics. (2nd ed.). New York, Prentice-Hall.

STAT 301L Applied Statistics Lab

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **0 0 4 2**

Learning Outcomes: After the completion of the course, the students will

be able to:

• Find the trend and seasonal components in the given dataset and separate these components on excel.

• Calculate and interpret the basic demographic measures and compare the measure for two different

populations.

• Construct the life table with the help of some given life table columns.

• Calculate the index numbers for different commodities.

• Scaling the scores, test the reliability of these scores and compute

the IQ of any individual.

1. (i) Measurement of trend by method of moving averages and curve

fitting by least squares.

(ii) Measurement of seasonal fluctuations by-

(a) Ratio to trend (b) Ratio to moving averages

(c) Link relative method.

2. Vital Statistics:

(i) CDR, CBR, Age specific death rates, standardized with and death rates.

(ii) GFR, ASFR, TFR.

(iii) Crude rate of natural increase GRR, NRR.

(iv) Life table and finding out certain values with its help.

3. Economic Statistics:

(i) Laspeyre's, Pasche's and Fisher's Index numbers.

(ii) Fixed base and chain base index numbers.

(iii) Wholesale price index numbers.

(iv) Cost of living index numbers.

4. Educational Statistics: Computation of different scores, reliability of

test scores and IQ.

VOC 014 Entrepreneurship - I

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **2 0 0 2**

Learning Outcomes:

Upon Completion of the course the student will be able to:

Understand the basic elements related to entrepreneurship.

Understand the skills and competencies necessary to engage in entrepreneurship.

Understand the systematic process to select and screen a business idea.

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

Course Objective:

1. To contribute towards developing an entrepreneurial attitude amongst students.

2. To develop the ability of analysing and understanding business situations in which entrepreneurs act and to master the knowledge necessary to plan entrepreneurial activities

Course Content:

. Introduction : Concept of entrepreneurship; Classification and types of entrepreneurship. Creativity and Innovation; Grass root innovation.

. Traits and competencies of an entrepreneur; wealth building and creating an impact; Myths about entrepreneurship; Entrepreneurship as a career option; Life as an entrepreneur.

  . Design Thinking; Problem identification; Idea Generation; Identifying

Customer Segments; Value Proposition; Lean Canvas.

Suggested Reading:

1. Desai, V. (2012). The Dynamics of Entrepreneurial Development & Management (5 ed.). Mumbai: Himalaya Publishing House.

    2. Drucker, P. F. (1985). *Innovation and Entrepreneurship* (1ed.). Uttar

Pradesh: Harper Collins.

    3. Gupta, A.K. (2016). *Grassroots Innovations (Minds On the Margin*

    Are Not Marginal Minds) (1ed.). New Delhi: Random House India.

4. Hisrich, R. D., Manimala, M. J., Peters, M, P. & Shepherd, D. A. (2014*). Entrepreneurship* (9ed.)*.* New Delhi: McGraw Hill.

    5. Jain, P. C. (1999). *Hand Book for New Entrepreneurs* (1ed.)*.* New

Delhi: Oxford University Press.

6.   Roy, R. (2011).   *Entrepreneurship* (2ed.). New Delhi: Oxford

University Press.

Suggested E Learning Materials:

1.   Majumdar, P. S. (2018, December). Entrepneur, Entrepreneurship and Startup. Retrieved from You Tube: http://www.youtube.com/watch?v=dNEyiSCfnos

2.   Pareek, A. (2018, December). Promoting Spirit of Entrepreneurship and Startup Among the Students. Retrieved from You tube: http://www.youtube.com/watch?v=MoxH9ze-nig

Experiential Learning :

1.   Competencies Testing & Development.

2.   ASSIGNMENT : Online course on Entrepreneurship/Start ups.

3.   Activities : Through these activities the fundamentals covered during lectures shall assist to :

•   Develop creativity

•   Identify sources of innovation

•   Employ entrepreneurial strategie

JMC 504R Critical Thinking and Modern Lifestyle

Max. Marks : 100   **L T P C**
ESA : 100   **0 0 4 2**

Learning Outcomes:
Students will be able to:
• Communicate effectively.
• Critically think on particular problems
• Solve problems related to today's lifestyle.

Course Content:
Need for creativity in 21st Century, Imagination, Sources of Creativity, Lateral Thinking, Leadership and Team work.Critical thinking vs. Creative thinking, Multiple Intelligence, Steps of Problem Thinking, Techniques of problem thinking, Emotional Quotient.Critical thinking for Modern lifestyle, Problems of youth in 21st Century, Moral Values and Ethics-Caring, Sharing, Honesty, Spirituality, Work Ethics- Valuing Time, Cooperation, Commitment, Self-Confidence.

Suggested Readings:
• Irvine, W.B. (2009). *A Guide to the Good Life: The Ancient Art of Stoic Joy.* Oxford, UK: Oxford University Press
• Haidt, J. (2006). *The Happiness Hypothesis.* New York, NY: Basic Books
• Sauder, T. (2017). *Critical Thinking Skills for Students.* Atlanta, GA: LitFire Publishing
• Browne, M.N., & Keeley. S.M. (2006). *Asking the Right Questions: A Guide to Critical Thinking.* London, UK: Longman
Publishing
• Levitin, D.J. (2016). *A Field Guide to Lies: Critical Thinking in the Information Age.* New York, NY: Dutton, Penguin Books

E-Learning Materials:
Creativity: A Skill to Cultivate In the 21st Century – Develop
Intelligence
http://www.developintelligence.com/blog/2017/09/creativity-skill-cultivate-21st-century/
Lateral Thinking - How can Lateral Thinking help you?
https://www.edwddebono.com/lateral-thinking
Work Ethic Definition & Elements of a Strong Work Ethic – Cleverism
https://www.cleverism.com/work-ethic-definition-elements-strong-workethic/
Critical Thinking vs. Creative Thinking - The Peak Performance Center
http://thepeakperformancecenter.com/educational-learning/thinking/criticalthinking/critical-thinking-vs-creative-thinking/
Critical Thinking in Modern Society – CSI
https://www.csicop.org/specialarticles/show/critical_thinking_in_modern_s
ociety

DES 208L Design Methods and Processes Lab

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **0 0 2 2**

Practical:
- Define a need by considering appropriate human, functional and aesthetic factors;
- Gather and use relevant information for design decision making.
- Generate and develop ideas using appropriate methods.
- Test and evaluate their design ideas, making appropriate modifications.
- Apply appropriate communication techniques to inform and defend ideas.
- Developing forms and planning the steps in making their artifact.
- Explore appropriate materials and suitable techniques to make final artifact.
- Make appropriate modifications to enhance the artifact.
- Find a design solution as per all above given details.

Learning Outcomes:
- Develop critical and lateral thinking approach.
- Develop a basic design concept, visualization and manipulation techniques.
- Develop an appreciation of function, aesthetics and technology in design.
- Develop basic design thinking and communication skills.
- Create activities and experiences for basic process of design, adapt in their abilities, interest and design in context of human society,
economy, politics and socio-cultural aspect.

Recommended Books:
1. Balaram, S (2011). Thinking Design, SAGE Publications India Pvt Ltd
2. Papanek, Victor (1971). *Design for the Real World: Human Ecology and Social Change*, New York, Pantheon Books.
3. Vyas, H. Kumar (2009). *Design and Environment: A Primer* (3rd ed.) India, National Institute of Design.
4. Munari, Bruno (1971). *Design as Art.* Penguin books

Recommended E-Resources:

https://www.bloomsburydesignlibrary.com/taxonomy?id=disciplines

Nutrition

Placement: First Year   **Time**:
Theory 60 hours

Course of Description: The course is designed to assist the students to acquire knowledge of nutrition for maintenance of optimum health at different stages of life and its application for practice of nursing

Unit	Time (Hrs)		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
I	4		Describe the relationship between nutrition & Health	**Introduction :** * Nutrition: ♣ History ♣ Concepts * Role of nutrition in maintaining health * Nutritional problems in India * National nutritional policy * Factors affecting food and nutrition: socio-economic, cultural, tradition, production, system of distribution, life style and food habits etc.	* Lecture Discussion * Explaining using charts * Panel discussion	- Short answer questions - Objective type
II	2		Describe the classification, functions, sources and recommende d daily allowances (RDA) of carbohydrate s	**Carbohydrates :** * Classification * Calorie Value * Recommended daily allowances * Dietary sources * Functions * Digestion, absorption and	* Lecture discussion * Explaining using charts	- Short answer questions - Objective type

III	2		Describe the classification, functions, sources and recommende

d daily allowances (RDA) of

Fats | **Fats :**

* Classification

* Caloric value

* Recommended daily allowances

* Dietary sources

storage, metabolism

* Malnutrition: Deficiencies and | * Lecture discussion

* Explaining using charts | - Short answer questions

- Objective type |
| IV | 2 | | Describe the classification, functions, sources and recommende

d daily allowances (RDA) of Proteins | **Proteins :**

* Classification

* Caloric value

* Recommended daily allowances

* Dietary sources

* Functions | * Lecture discussion

* Explaining using charts | - Short answer questions

- Objective type |
| V | 3 | | Describe the daily calorie requirement for different categories of people | **Energy :**

* Unit of Energy – Kcal

* Energy requirements of different categories of people

* Measurements of energy

* Body Mass Index (BMI) and | * Lecture discussion

* Explaining using charts

* Exercise

* Demonstration | - Short answer questions

- Objective type |
| VI | 4 | | Describe the classification, functions, sources and recommende

d daily allowances (RDA) of Vitamins | **Vitamins :**

* Classification

* Recommended daily allowances

* Dietary sources

* Functions

* Absorption, synthesis, metabolism, storage and excretion | * Lecture discussion

* Explaining using charts | - Short answer questions

- Objective type |

VII	4		Describe the classification, functions, sources and recommende d daily allowances (RDA) of Minerals	**Minerals :** * Classification * Recommended daily allowances * Dietary sources * Functions * Absorption, synthesis, metabolism storage and excretion	* Lecture discussion * Explaining using charts	- Short answer questions - Objective type
VIII	3		Describe the sources, functions and requirements of Water & electrolytes	**Water & electrolytes :** * Water: Daily requirement, regulation of water metabolism, distribution of body water * Electrolytes: Types, sources, electrolyte balance * Over hydration, dehydration and water intoxication	* Lecture discussion * Explaining using charts	- Short answer questions - Objective type
IX	5	15	Describe the Cookery rules and preservation of nutrients Prepare and serve simple beverages and different types of foods	**Cookery rules and preservation of nutrients :** * Principles, methods of cooking and serving ♣ Preservation of nutrients * Safe Food handling-toxicity * Storage of food * Food preservation, food additives and its principles * Prevention of food adulteration	* Lecture discussion * Demonstration * Practice session	- Short answer questions - Objective type - Assessment of practice sessions
X	7	5	Describe and plan balanced diet for different categories of people	**Balanced diet :** * Elements * Food groups * Recommended Daily allowance * Nutritive value of foods * Calculation of balanced diet for different categories of people * Planning menu	* Lecture discussion * Explaining using charts * Practice session *Meal Planning	- Short answer questions - Objective type - Exercise on menu planning

| XI | 4 | | Describe various National Programmes related to nutrition

Describe the role of nurse in assessment of nutritional status and nutrition education | **Role of nurse in Nutritional Programmes :**

* National programmes related to nutrition

Vitamin A deficiency programme

National iodine deficiency disorders (IDD) programme

Mid-day meal programme

Integrated child development scheme (ICDS)

* National and International agencies working towards food/nutrition

NIPCCD, CARE, FAO, NIN, CFTRI (Central food technology and research institute) etc. | * Lecture Discussion

* Explaining with

* Slide / Film shows

* Demonstration of Assessment of nutritional status | - Short answer questions
- Objective type |
| | | | | * Assessment of nutritional status

* Nutrition education and role of nurse | | |

MATH 417L Computational Lab-I

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **0 0 4 2**

Learning Outcomes:
On completion of the course, the student will be able to,
• Perform basic mathematical operations in MATLAB.
• Create vectors, arrays, matrices and perform fundamental matrix operations.
• Visualize basic mathematical functions.
• Solve linear equations and system of linear equations.
• Import/export data, summarize and visualize the data.
• Fit some standard distributions and test hypothesis.

List of Practicals :
1. Introduction to MATLAB
2. Defining Vectors, Array, Matrices and their mathematical operations
3. Special variables and Numeric display formats
4. Matrix Functions: Norm, rank, determinant, transpose, inverse, ginverse, diagonal, trace, etc.
5. Finding roots of a polynomial, characteristic equation, eigen values and eigen vectors
6. Solving system of linear equations: Gauss elimination Method, Matrix Decomposition: Cholesky,
LU, and QR factorizations, diagonal forms, singular value decomposition.
7. 2D plots for Cartesian, parametric and polar curves
8. Evaluating and plotting: Trigonometric functions, hyperbolic functions, complex functions,
Logarithms, exponentials, etc.
9. 3D plots: surfaces, contour plot, mesh
10. Data import and export
11. Building frequency tables: Univariate, Bivariate.
12. Finding descriptive statistics: averages, dispersion, skewness, kurtosis.
13. Data visualization: Dot plots, Histogram, Box plots, bar diagram, pie diagrams, etc.
14. Fitting and visualization of Probability distributions: Binomial, Poisson and Normal.
15. Empirical cumulative distribution function plot, Histogram based on empirical cumulative
distribution function, Histogram with a distribution fit, Normal probability plot, Probability plots,
Quantilequantile
plot.
16. Hypothesis Tests: t-test, F-test, chi-square goodness-of-fit test
17. Introduction to M-files and programming in MATLAB,

Suggested Books:
1. D. Duffy, Advanced Engineering mathematics with MATLAB, 3rd
Ed, Taylor & Francis, 2010
2. A. Knight, Basics of Matlab and beyond, CRC Press, 1999

Suggested E-learning material:
1. PDF Documentation for MATLAB: https://in.mathworks.com/help/
pdf_doc/matlab/index.html

BVF 013 Indian Cultural Heritage

(CA: 40 + ESA: 60)   **L T P C**

Max. Marks : 100   **2 0 0 2**

Learning Outcomes:

After the completion of the course, students will be able to:

ʿ Comprehend the importance of Culture as a specific field of heritage studies.

ʿ Differentiate between the „material‟ and „non-material‟ aspects of cultural heritage.

ʿ Recognize heritage as a „process‟ as well as a „product‟ of human activities.

ʿ Appreciate the expansion and sustenance of Indian cultural heritage.

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

Content:

➢ Cultural Heritage: Its Constituents and Significance

➢ Plurality of Cultures: Unity in Diversity

➢ Influence of Bhagvad Gita and Ramayan on Indian culture: Formation of Self and Social Values

➢ Contribution of Buddhism & Jainism: Ethics in Human Life

➢ Indigenous Knowledge System**:** Contributions to Education and Science

➢ Development of Composite Culture: Indo-Islamic Art, Bhakti and Sufism

➢ Interaction between Indian and Western Cultures: Education and Society

➢ Gandhi's views on Non-violence and Social Issues

➢ The Popular Culture: Food, Sports and Festivals

➢ The Making of Greater India: Expansion of Culture beyond Boundaries

➢ Constitutional Provisions for Sustenance of Cultural Values

➢ Conservation of Heritage: Issues and Measures

Recommended Books:

1. Basham, A.L. (2004). *The Wonder that was India*. England: Picador.

2. Bhattacharya, H. (Ed.). Cultural Heritage of India (in 5 Vol.). Calcutta: Sri Ram Krishna Mission.

3. Dinkar, Ramdhari Singh (1956). *Sanskriti ke Char Adhyay*, Allahabad: Lok Bharti Prakashan.

4.   Kabir, Humayun (1947). *Our Heritage*, Bombay.

5.   Nehru, J.L. (1981).*The Discovery of India*, J.L. Nehru Memorial Fund, Oxford University Press.

6.   Nehru, J.L. (2001). *Hindustan ki kahani*, Sasta Sahitya Mandal Prakashan. (Hindi)

7.   Pande, Susmita (1989). *Medieval Bhakti Movement: its History and philosophy*, Kusumawali Prakashan, Meerut.

8.   Raza, M. (1961). *Introducing India*. Aligarh: Aligarh Muslim University.

Suggested E-Resources:

Sri Aurobindo. (1953*). Foundations of Indian Culture*. New York, NY: The Sri Aurobindo Library. Retrieved from https://archive.org/details/FoundationsOfIndianCultureAurobindo/pag e/n5

World Heritage Sites, Culture and Heritage, in „Know India", An Initiative under india.gov.in, http://knowindia.gov.in/culture-and-heritage/

JMC 406 Research Methodology-I

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **4 0 0 4**

Learning Outcomes:
The Students will be able to:
- Demonstrate knowledge of research literacy
- Demonstrate a sound knowledge of basic research methods.
- Identify a significant risk and ethical issues raised by the conduct of media research
- Understand theories and frameworks through which media are analyzed and understood
- Understand the basic statistics of Research.

Section-A
Introduction to Research: Meaning, definition, objective.
Types of Research: Basic and Applied Research, Qualitative and Quantitative Research. Significance of Research. Criteria for a good Research. Problems faced by researchers in India

Section-B
Research Problem: Definition, Selection of a problem, Techniques involved in defining a problem.

Section-C
Research Design: Meaning, definition, types & need of a research design. Introduction to Hypothesis: Meaning & characteristics.
Type of Variables: Independent & Dependent. Content Analysis in Research

Suggested Readings:
- Kothari, C.R. (2008) *Research Methodology: Methods and Techniques*, second revised edition, New Delhi : New Age International.
- Berger, Arthur Asa (2000) *Media and Communication Research Methods*: *An Introduction to Qualitative and Quantitative Approaches*, New Delhi : Sage.
- Gunter, Barrie (2000) *Media Research Methods*, New Delhi: Sage.
- Guthrie, Gerard (2010) *Basic Research Methods: An entry to Social Science Research*, New Delhi : Sage.
- Young Pauline V. (2001) *Scientific Social Surveys and Research: An introduction to the background*, content, methods, principles and analysis of social sciences, fourth edition, fourteenth printing, New Delhi : Prentice – Hall of India.
- Wimmer, R. D & Dominick, J.R (2005) *Mass Media Research: An Introduction*, second reprint, Singapore: Wadsworth.
- Bell, Judith (2005) *Doing your Research Project: A Guide forFirst-Time Researchers in Education and Social Science*, Forth Edition, Buckingham : Open University Press.
- White, Patrick (2009) *Developing Research Question: A guide for Social Scientists*, Palgrave Macmillian : Basingstoke.
- Singh, A.K. (2006) *Tests, Measurements, and Research methods in Behavior.*
- Hennink, M. (2010), *Qualitative Research Methods,* California,
US: SAGE PUBLICATION

E-Learning materials:
Introduction to Research and Research Methods
https://www.unrwa.org/sites/default/files/introduction-to-research-andresearch-methods.pdf
Research Methods The Basics
https://edisciplinas.usp.br/pluginfile.php/2317618/mod_resource/content/1/
BLOCO%202_Research%2 Methods%20The%20Basics.pdf
Introduction to the "Research Tools" for Research Methodology
https://works.bepress.com/aleebrahim/142/
Research Methodology: Tools And Techniques
http://euacademic.org/BookUpload/9.pdf

JMC 308 Development Communication

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **4 0 0 4**

Learning Outcomes:
After the completion of the course, Student will be able to :
• Analyze the development indicators - national and international perspectives
• Critically analyze the selected development initiatives
• Analyze media for development communication
• Design media for development communication

Unit I
Development: Meaning, concept, and approaches to development, Indices of development, Models of Development- Basic Needs Model, Nehruvian model, Gandhian model, Panchayati Raj, Paradigms of development: Dominant paradigm, dependency, alternative paradigm

Unit II
Development Communication: Meaning, Concept, Definition & Philosophy Development Communication approaches: Sustainable Development, Participatory Development, Inclusive Development, Gender and development

Unit III
Issues in Development Communication: millennium development goals, Population Control, Family welfare, Health and Sanitation, Women Empowerment, Poverty, Unemployment, Environment, Literacy, Consumer Awareness, Agriculture,

Unit IV
Developmental programmes of GOI: Critical appraisal of Development Communication programmes and governments current schemes: SITE, Krishi Darshan, MNREGA, Digital India, Swachh Bharat campaign Pradhan Mantri Jan Dhan Yojana, Beti Bachao, Beti Padhao Scheme, millennium development goals, Cyber media and development e-governance, e-chaupal, national knowledge network

Unit V
Media and Development Communication: Roles of Print, Broadcast and New media in Development Communication, Development reporting- roles and responsibilities of a reporter

Suggested Readings:
• Kuppuswamy B. (1976) *Communication and Social Development in India*, Mumbai : Sterling.
• Joshi P.C. (1991) *Communication and Nation Building*, New Delhi : Publication Division.
• Narula, Uma, Pearce, W.B. (2010) *Communication as Development :*Southern Illinois University Press
• Dhama, O.P. & Bhatnagar, O.P (1988) *Education and Communication for Development* New Delhi : Oxford.
• Mishra S.C. (2014) *Media, Communication and Development,* Jaipur : Rawat publication.
• Sondhi, Krishan (1981) *Problems of Communication in Developing Countries*:: Vision Publication New Delhi
• Sinha, Arbind (1985) *Mass-Media and Rural Development*, New Delhi : Concept publication.
• Tiwari, I.P (2017) *Communication Technology and Development,* New Delhi : Publication Division.
• Paul Hartmann & Patel B.R. (1989) *Mass-Media and Village life in India,* New Delhi : Sage.
• Gupta V.S. (1998) *Communication and Development*, New Delhi : Concept Publication.

Suggested E-Learning Material:
Development Communication
download.nos.org/srsec335new/ch4.pdf
Development Communication Sourcebook - Open Knowledge
https://openknowledge.worldbank.org/.../446360Dev0Comm1ns0handbook 01PUBLI..
(PDF) Introduction to Development Communication - ResearchGate
https://www.researchgate.net/Introduction_to_Development_Communication
Development Communication Sourcebook - World Bank Group
siteresources.worldbank.org/.../Resources/DevelopmentCommSourcebook.pdf
Media and Development Communication - International Journal
www.ijsrp.org/research_paper_may2012/ijsrp-may-2012-72.pdf

EDU 449- Women Education

Max. Marks :100   **C L T P**
(CA:40+ESA:60)   **4 4 0 0**

Objectives:

To enable students:

1 To develop an understanding of Concept and meaning of Women Education.
2 To critically analyse the issues related to women education.
3 To understand the status of women in Indian Society.
4 To analyse the problem of working women.

Course Outline :

Unit-I : Women and Edcuation

- Meaning and Concept of Women Education.
- Concept, Issues and Problem of Girls education.
  - at primary level
  - at secondary and senior secondary level
  - at Higher level of education.
- Status of Women in Indian Society.

Activity : Group Discussion on Status of women in present Indian society

Unit-II : Women at work

- Job stress and working women
- Problems of working women at work place.
- Role of NGO's in upliftment of rural women.

Activity : Identification and reporting of issues and problems of Girl education across of various levels of education

Unit-III : Practical Activity (any one)

- Identify and Report the issues and problems of Girl Child education across the various levels of education.
- Prepare a scrap book on contribution of Great Indian Womens.
- Critical analysis of status of women in Indian Society.

Activity : Group discussion on problems of working women's and prepares a report.

Unit-IV: Practical Activity (any one)

- Prepare a profile of any 10 Renound Womens of India.
- Radio-talk on topic concern with women education.
- Survey report on role and support of any NGO in upliftment women.

Activity : Group discussion on ways and means of Women Empowerment

Unit-V : Practical Activity (any one)

- Action research on any topic related to women education.
- Report the functions of women study centres.
- Survey report on problems of womens as professionals.

Activity : Poster presentation on domestic violence

Practicum: Any two of following

1. Prepare a scrap book on great Indian Women's.
2. Action research on attitude of society towards girl's education.
3. Report on Uniform Civil Code as Women's right.

4.   Project on Women empowerment present through Power Point presentation.

5.   Observation and reporting on issues on problems of Girls education at school level.

6.   Report on major Constitutional provisions for Women's.

References:

- http://www.educationforallinindia.com

- http//www.collegeeducation.rajasthan.gov.in

PHED 202 Health Education and First-Aid

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **4 0 0 4**

Learning Outcomes: After completion of this course, the students will be able to:
• Apply the knowledge of health education and hygiene towards the welfare of society.
• Manage causality with minor injuries like sprain, strain, bleeding, inflammation etc.

Unit 1

Health Education:
I- Meaning
II- Definition
III- Aim
IV- Objectives
V- Principles of health education
VI- Importance of health education

Unit 2

Mental Health:
I- Its meaning and causes
II- Relationship between Mental and Physical health
III- Dimensions of Health

Unit 3

 I- Hygiene:
(i) Personal Hygiene
(ii) Food Hygiene
(iii) Environmental Hygiene
II- Prevention of communicable diseases
III- Modes of disease transmission

Unit 4

 School health Programme:
I - Health appraisal of school children and school personnel
II - Healthful school environment and nutritional services
III- Mid-day school meal programme
IV- Dental and eye health

Unit 5

First-Aid:
I- Introduction
II- Types of First-Aid (self Aid & First-Aid)
III- First-Aid Box
IV- Reasons of sports injuries
V- Principles of first Aid
VI- Functions of First Aider
VII-The First-Aid and emergency care in various cases.

Recommended Books: -
1. Singh, Ajmer. (2016). *Essential of physical education. New Delhi, Kalyani Publisher.*
2. Singh, Ajmer. (2016). *Olympic Movement. New Delhi, Kalyani Publisher.*
3. Park, J.E. & Park, K. (1983). *Preventive and Social Medicine.* Jabalpur: M/s. Banavidas Bhanot
Publishers.

Reference Books: -
1. Anderson, C.L. and Chewell, William H. (1986). *School Health Practice.* St. Louis: The C.V.'
Mosby Company.
2. Bedi, Yashpal. (1985). *Social and Preventive Medicine.* New Delhi, Atmaram and Sons.
3. Dandiya, P.C., Jafer, Z.Y.K. & Jafer Afifa. (1996), (1998). Repaint.*Health Education and
Community Pharmacy.* (2ₙₔed.), Vallabh Prakashan, New Delhi.
4. Kanpur, N and Baliga, M. (1981). *Elements of Health Education*. Pitambar Publishing Company,
(2ₙₔ revised Ed.). Karol Bagh, New Delhi.
5. Park, J. & Park, K. (1985). *Text Book of Preventive and Social Medicines*. (10ₜₕed.),
BanarasiDassBhanot, Jabalpur.
6. Ramachandran, L. & Dharmalingam, T. (1993). *Health Education: A New Approach.* Vikas
Publishing House, New Delhi.

7. The St. John Ambulance Association of India, (1963). *First Aid.* 1. Red Cross Road, New Delhi.

8. Yudenich, V.V. (1982). *Accident First Aid.* Mir Publishers, Moscow.

Suggested E-Learning Resources: -

1. https://epgp.inflibnet.ac.in/ahl.phpcsrno=834

2. www.missiontolearn.com

3. www.aid-training.co.uk

HSC 201 Communication Process

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **4 0 0 4**

Learning Outcomes:
Upon completion of the course students will be able to:
• Explain concept and different types of communication
• Distinguish different approaches of communication
• Create effective messages to relevant audiences
• Use appropriate media in different approaches of communication

Syllabus :

Unit-I
Concept of communication Meaning and importance of communication, key elements of communication with special reference of Leagan's model, The purpose of communication, Factors affecting / helping communication

Unit-II
Communication process Types of communication - One way, two way or interactive communication, verbal and non verbal, intrapersonal and inter personal, formal and informal Importance of two way communication Gaps in Communication and their causes,

Unit-III
Approaches of communication Selection and effective use of following methods and materials Individual – Home / farm visits, telephone calls, personal letters Group - lecture, group discussions, meetings, role plays, demonstrations, work- shops, camps Mass approach- electronic and print media

Unit-IV
Basic concepts related to information dissemination, education and propaganda Modern technology: Basics and effective use Satellite communication, Videoconferencing, Teleconferencing, Fax, Internet, E-mail , E-page , Cyber Café, Cellular phone

Unit-V
Media for communication Folk Media - songs, stories, street theater, puppet play, phad, kavad Importance of Folk Media Print media- posters, charts, leaflets, books, articles/stories, cartoons Audio-Visual aids- meaning, classification, merits and limitations

References:
1. Chauhan, J. (1996). *Prasar Shiksha Aur Soochana Tantra.* Agra, Isha Publication.
2. Dahama, O.P., & Bhatnagar, O.P. (2010). *Education and Communication for Development.* New Delhi,Oxford and I BH Publishing Co., Pvt. Ltd.
3. Harpalani, B.D. (1994). *Grih Vigyan Mein Prasar Shiksha*, Agra, Star Publication.
4. Joseph, M.K. (1996). *Modern Media and communication, Sociology and Communication Revolution.* (Vol.- 1),New Delhi, Anmol Publication Pvt. Ltd.
5. Joshi, U.J. (2000). *Textbook of Mass Communication.* New Delhi, Anmol Publishers.
6. Kalla, P. N., & Gakkhar, A. (2010). *New Dimension of Extension and Communication.* Jaipur, University Book House.
7. Malhan, P.N. (1992). *Communication Media Yesterday, Today and Tomorrow.* New Delhi, Ministry of Information and Broadcasting.
8. Mody, B. (1991). *Designing messages for DevelopmentalCommunication*, New Delhi, SAGE Publications.
9. Raines, C., & Williamson, L. (1995). *Using Visual Aids- theeffective use of type, colour and graphics.* New Delhi, Viva books private Ltd.
10. Rajsingh, A., & Saxena, A. (2008). *Prasar Siksha me Sampreshan va Nirdesh Takneek.* Jaipur, University Book House.
11. Ray, G.L. (1991). *Extension Communication & Management.* Calcutta, Naya Prakash.
12. Raydu, C.S. (1993). *Media and Communication Management.* Bombay, Himalaya Publishing House.
13. Sandhu, A. S. (1993). *Textbook on agricultural communication, Process and Methods*. Culcutta, Oxford and IBH Pub. Co. Pvt.Ltd.
14. Singh, R.P., & Rana, G. (2005). *Communication.* New Delhi, Ravi Books.

IT 403R Enterprise Resource Planning

Max. Marks : 100   **L T P C**
ESA: 100   **0 0 4 2**

Learning Outcomes:
After successful completion of the course students will be able to
- Make students able to learn fundamental concepts of ERP system and ERP related technologies.
- Provide students knowledge of different ERP modules and manufacturing perspectives of ERP.
- Use ERP system in different business organizations by having knowledge of latest scenario of ERP market in e-business.

Section A
Introduction to ERP – Predecessors(DSS, MIS, EIS, MRP-I, MRP-II, MRPIII), Origin, Evolution, and Structure; ERP Overview; Reasons for the growth of ERP market, ERP Benefits - Direct and Indirect; Reasons for failure of ERP Implementations; Reasons Organizations should implement ERP; ERP and related Technologies; Business Process Re-Engineering (BPR) - Evolution and different Phases; Data Warehousing - Advantages, Components, Structure, Uses, and Obstacles to successful Data Warehouse Projects; Data Mining - Verification v/s Discovery, Advantages, Technologies used, ; OLAP- 12 rules, OLAP benefits, Introduction to MOLAP, DOLAP, and ROLAP; Supply Chain Management (SCM) - Objectives , Enabling Technologies; Expert System

Section B
ERP – A Manufacturing Perspective — CAD/CAM, MRP-II, BOM, ClosedLoop MRP, DRP, JIT & Kanban, PDM (Product Data Management) & its benefits, Data Management, MTO v/s MTS, ATO, ETO, CTO; The Best Practices in ERP; ERP Modules - Finance, Plant Maintenance, Quality Management, Materials Management; ERP Market -SAP AG, BaaN, J D Edwards, Oracle, PeopleSoft; ERP in India ERP Implementation Life Cycle - Different Phases, Approaches; ERP Implementation - Problems in Implementation; Cost of ERP - The Hidden Costs; Implementation Methodology; Organizing the Implementation; Key Players in Implementation - Vendors, Consultants, Users; Contracts with Vendors, Consultants, Employees; Project Management & Monitoring; After ERP Implementation; In-house Implementation - Pros & Cons

Section C
The ERP Market - Vendor analysis; Turbo Charge the ERP; Enterprise Integration Applications (EIA); Future Directions in ERP - New Channels, New Markets, Faster Implementation methodologies, Business Models & BAPIs, Web Enabling; ERP & the World Wide Web - E-Commerce, Background, Using ERP though ASP; Making ERP a Success; Critical factors guiding Selection and Evaluation; Strategies for successful Implementation; Impediments & initiatives to achieve success; CSF (Critical Success Factors); Integrating ERP into Organizational Culture; ERP Case Studies Using ERP Tool: Either SAP or ORACLE formats for Case Study.

Suggested Books:
1. Leon, A. (2014). *Enterprise Resource Planning*. Tata McGraw-Hill.
2. Leon A. (2001).*ERP Demystified*. Tata-McGraw Hill.
3. Monk, E., & Wagner, B. (2012*). Concepts in Enterprise Resource Planning*. Cengage Learning.
4. Altekar, R. V. (2004*). Enterprise wide Resource Planning: Theoryand Practice*. PHI Learning.
5. Jacobs, F. R., & Whybark, D. C. (2000). *Why ERP? A Primer on SAP Implementation*. Tata McGraw-Hill.

DES 302L Advertising Design Lab

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **0 0 6 3**

Practical:
• Advertising Research for Advertising Design activity by selecting a
topic (Product/Service)
• Creation of Design brief elaborating the Creative Advertising Strategy based on new or existing USPs/ESPs, Creative Idea, Selection of Media (newspapers, magazines, outdoor/transit, Internet, television and beyond) and a Concept/Visual Note based on the Creative Idea
• Rough Scribbling and iterations based on Concept/Visual Note and Moodboard Creation.
• Implementation of suitable aspect for Various Media of advertising execution, whether it's a Motion Graphics, Animation, or Audio-Visual.
• Utilization and exploration of copywriting techniques using creative and active words.
• Advertising Layout Design based the brand guidelines using Adobe Photoshop, Adobe Illustrator, Adobe InDesign or equivalent program, enhancing brand recognition.

Learning Outcomes:
Upon completion of the course, the students will be able to:
• Interpret the target audiences for designing advertisements
• Utilize Graphic Design Rules for Advertising Design by demonstrating a practical knowledge of design fundamentals, inclusive of the elements and principles of design.
• Create design solutions for specific media demonstrating fundamental knowledge of trends in advertising.
• Develop the holistic approach in Communication Design through implementation of Design Thinking as constant attributes. On the other hand, practically implementing the theoretical aspects of the subject of Advertising.

Recommended Books:
1. Barry, Pete. *The Advertising Concept Book: Think Now, Design Later: a Complete Guide to Creative Ideas, Strategies and Campaigns*. Thames & Hudson, 2016.
2. Barry, Pete. *The Advertising Concept Book: Think Now, Design Later:a Complete Guide to Creative Ideas, Strategies and Campaigns*. Thames & Hudson, 2016.
3. Pricken, Mario. *Creative Advertising: Ideas and Techniques from the World's Best Campaigns*. Thames & Hudson, 2013.
4. Williams, Eliza. *This Is Advertising*. Laurence King, 2010.
5. Eriksson, Peer. *Photography in Advertising*. Peerbook, 2004.
6. Altstiel, Tom, and Jean Grow. *Advertising Creative: Strategy, Copy, Design*. SAGE, 2017.

DES 212 Economics and Management

Max. Marks : 100　　　　　　　　　　　　　　　　　　　　　**L T P C**
(CA: 40 + ESA: 60)　　　　　　　　　　　　　　　　　　　　**2 0 0 2**

Objectives:
➢　To introduce the fundamental concepts of economics and management
to Designers and explain how these will contribute in achieving
commercial success in design profession

Theory:

Section A

Introductory Micro Economics with brief introduction of following topics
o Demand & Supply
o Production Function
o Cost and breakeven analysis

Section B

Introductory Macro Economics with brief introduction of following topics
o National Income and Related aggregates
o Money and Banking
o Government Budget and the Economy
o Foreign Trade and Balance of payments

Section C

o Principles of Managements - Planning-Organizing-Staffing-Directing
and Controlling
o Types of Business Organizations
o Functional Management with brief overview of following topics
• Marketing Management
• Production Management
• Financial Management
• Human resource Management

Learning outcomes:
• Enable students to understand what research is and how to proceed with it.
• Enable student students to evaluate literature, from a variety of sources, pertinent to the research objectives.
• Identify and justify the basic components of the research framework, relevant to the tackled research problem.
• Students will get to know about how to collect research data, analyze, interpretation and conclude it.

Recommended Books:
1. Siddiqui S. A., (2006), *Managerial Economics and Financial Analysis*, New Delhi: New Age International.
2. B L Gupta (2011) *Introductory Micro and Macro Economics*, Sirmour, H.P: Arya Publications.
3. Koonz Weihrich, (2004) *Essentials of Management : An International and Leadership Perspective* 9th Edition, New Delhi: Tata McGraw-Hill.
4. Philip Kotler Kevin Lane Keller (2009) *Marketing Management : ASouth Asian Perspective* 14th Edition , New Delhi: Pearson Education.

JMC 409L Transmedia Storytelling Lab

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **0 0 2 2**

Storytelling is associated with travel, entertainment, leisure/fashion, lifestyle, cinema, food, music, arts & culture. Students will compose stories on:

- Travel
- Fashion
- Health
- Business
- Art & Culture
- Blogs writing about cinema
- YouTube commentaries/stories on films and film Makers
- Film reviews, analysis and film appreciation
- Stories about cinema

Suggested Readings:-

- Mencher, Melvin (1995) *Basic Media.*
- Stovall, James Glen (2012) *Writing for the Mass Media,* 8th Edition
- Carroll, Brian (2014) *Writing for Digital Media* : Taylor & Francis.
- Tate, C. Dow, Taylor, Sherri A. (2008) *Journalism: Principles and Practice by Tony Harcup Scholastic Journalism*, 12th Edition.
- Friedmann, Anthony (2010) *Writing for Visual Media* : Taylor & Francis.
- Stovall, G. J. (2015). *Writing for the Mass Media, 9th Edition.* University of Tennessee Knoxville: Pearson Publishers
- Ganti, T. (2004). *Bollywood: A guidebook to popular Hindi cinema*. London & New York: Routledge. (e-book)
- Parks, L. & Kumar, S. (eds). (2003). *Planet TV: A Global Television Reader.* New York & London: New York University Press.
- Butcher, J. (2006). *Butcher's copy-editing: the Cambridge handbook for editors, copy-editors and proofreaders, 4th edition.* New York: Cambridge U. Press. (e-book)
- Hennessy, B. (2006). *Writing feature articles*, 4th ed. Oxford: Focal Press. (e-book)
- Kershner, J. W. (2009). *The elements of newswriting*, 2nd ed. Boston, Mass: Allyn & bacon. (Reserve / call number: PN4775.K37)
- MacLoughlin, S. (2001). *Writing for Radio: 2nd edition (Successful Writing) 2nd Edition*. Oxford: How to Book Publishers
- MacLoughlin, S. (2008). *Writing for Radio: How to Write Plays, Features and Short Stories That Get You on Air, with a New Chapter on Acting for Radio.* Oxford: How to Book Publishers

E-Learning Materials:
Mass Media
ffmgu.ru/images/c/c6/MASS_MEDIA.pdf
Writing For The Media - Calicut University
www.universityofcalicut.info/SDE/VI_Sem_english_writing_for_the_medi a.pdf
INTRODUCTION TO PRINT MEDIA
download.nos.org/srsec335new/ch5.pdf
Writing for the Web - JCU
https://www.jcu.edu.au/__data/assets/pdf_file/0017/115721/jcu_131680.pdf
(PDF) Script writing for Radio and Television - ResearchGate
https://www.researchgate.net/.../272498429_Script_writing_for_Radio_and _Television

JMC 401 Communication, Media and Journalism Theories

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **5 0 0 5**

Learning Outcomes:
The students will be able to:
- Understand the importance of communication theories from multiple philosophical perspectives.
- Understand school of thoughts on the development of theories used in communication research.
- Trace the historical development, conceptual framework, and current status of several key communication theories in multiple contexts (e.g., interpersonal, mass, health, group, organizational, cultural) from major philosophical perspectives.
- Apply theories that are useful in interpersonal, group, organizational, and mass mediated contexts
- Evaluate communication theories on the basis of scientific and interpretive criteria

Section-A
Introduction: Concept, meaning, process and development of communication, 7 C's of effective communication, Functions of communication, Barriers to communication, forms of communication; concept, functions and forms of media and journalism.

Interpersonal Communication and Relations Theories:
Attribution Theory, ACT* Theory, Cognitive Dissonance theory. Elaboration Likelihood Model, Expectancy Value Model, Language Expectancy Theory.

Section-B
Mass Media Theories: Agenda Setting Theory, Cultivation Theory, Dependency Theory, Hypodermic Needle Theory, Knowledge Gap, Two Step Flow Theory, multi-step flow theory, Uses and Gratifications Approach, Spiral of Silence, media ecology. Mass Media and Ethics: Authoritarian, Libertarian, Social-responsibility, democratic and participant Mass media, public opinion and democracy.

Section-C
Language and Linguistics Theories: Argumentation Theory, Classical Rhetoric, Model of Text Comprehension, Psycho- Linguistic Theory, Speech Act.

Organizational Communication and Public Relations

Theories: Attraction-Selection-Attrition Framework, Attribution Theory, Priming, Semiotic Theories, Theory of Planned Behavior/Reasoned Action, Uncertainty Reduction Theory, Adaptive Structuration Theory, Groupthink, Media Richness Theory, Network Theory and Analysis in Organizations.

Suggested Readings:
- Cragan, J. F., Shields, D.C. (2014) *Understanding communicationtheory: The communicative forces for human action*. Boston, MA: Allyn; Bacon, p. 229-230.Griffin, E. (2000). A first look at communication theory (4thed.). Boston,
- MA: McGraw-Hill (2011) p. 209-210,; 224-233.Griffin, E.
- McGraw-Hill (2015) *A first look at communication theory* (3rded.), New York: p. 256.Infante, D. A., Rancer, A.S., Womack, D. F.
- Prospect Heights (2016) *Building communication theory* (3rd ed.)., IL: Waveland Press, p. 180 & 348-351.Littlejohn, S.W.
- Belmont (2012). *Theories of human communication* (6th ed.) : CA Wadsworth, p. 319-322.West, R., & Turner, L. H.
- Mountain View (2010). *Introducing communication theory: Analysis and application* : CA Mayfield, p. 209-223.Wood, J. T.
- Belmont (2008). *Communication theories in action: An introduction*. CA: Wadsworth, not in. J.M. Caroll (Ed.) (2009)

Scenario-based Design: Envisioning Work and Technology in System Development. Wiley, NY.
E-Learning Materials:
Theories of Communication - PEOI
http://www.peoi.org/Courses/Coursesen/mass/mass2.html
List of Theories - Communication Theory
https://www.communicationtheory.org/list-of-theories/
Communication Models and Theories
http://www.praccreditation.org/resources/documents/APRSG-Comm-
Models.pdf
Theories and Models of Communication - e-PG Pathshala

https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/library_and_information_science/knowledge_society/05._theories_and_models_of_communication/et/4305_et_et.pdf

Communication Theory: Shannon-Weaver Model and Wilburr

http://danielle.muntyan.co.uk/index.php/2016/11/06/communicationtheory-shannon-and- weaver/

JMC 405 Radio Programming and Production

Max. Marks: 100   **L T P C**

(CA: 40 + ESA: 60)   **4 0 0 4**

Learning Outcomes:

Students will be able to:

- Understand the functioning of different models of radio stations like community, commercial and public.
- Produce and present radio programmes for community, commercial and public radio channels.
- Work as script writer, music manager, producer, radio jockey and coordinator in community, commercial and public radio channels.
- Study and analyze the impact of radio broadcasting in democracy and development of a country.

Section-A

Radio Programmes and Programming: History of radio broadcasting; Radio as a medium, Radio programme formats: Traditional and contemporary programme formats, Programming for different radio channels, FPC, scheduling and logging.

R**adio Production and presentation :** Language, Spoken words, writing for different programme formats: talks, interviews, discussions, magazine, drama, documentary, commentary,live and pre-recorded programmes, RJing, radio commercials and promos, News bulletin: types, structure, actualities, packaging. phone-in programmes; O.B. production from planning to production.Programme presentation :Anchoring ; RJing; Voice training - effective use of voice – enunciation, flow, pronunciation, modulation; on-line interview techniques; moderating skills for radio discussion programmes; handling interactive live transmission.

Section-B

Sound Production : Basics of Sound and Audio. Audio production chain, Elements of audio production: Acoustics, Microphones, Music, Spoken words, Digital recording devices, Digital audio workstation, sound card. Recording formats: Analog, digital, lossy and lossless. Cables and connectors; field recording skills;

Post Production and transmission: Basics of editing and mixing, Types of editing, Editing Methods, lineaer and non-linear editing; single-track multitrack Professional softwares, Editing Tools**:** Sound Effects,echoe,recerbaration,time stretch,fade in-out, mix-down.conerting into different digital audio formats. Transmission: AM, FM, DRM medium wave, short wave; internet radio, webcasting podcasting etc. Using sound bytes and actualities.

Section-C

Policies and ethics: Types of radio stations,structure and functioning of a radio station. rules and regulations,policy guide lines, code of ethics; Starting a new radio station in india; scope and challenges of FM radio industry future of radio; FM radio stations: research and case studies. Community radio: need for it in India, success stories, rules and regulations, educational radio: Gyanwani, other radio channels.

JMC 405L Radio Programming and Production Lab

Max. Marks : 100 **L T P C**
(CA: 40 + ESA: 60) **0 0 4 2**

Programming and Planning: Preparing FPC, target audience, audience
profile, music.
Production and presentation of radio prgrammes: Radio News Bulletin, Interviews, discussion,
documentary, drama and their formats. Radio spots and jingles. Radio promos and advertisement,
editing and mixing using latest software, Sound designing, Cable configuration, Sound recording,
Handling live phone-in programmes, Handling recording console and DAW during RJing, Studio
designing(Acoustics and layout), Installation of hardware/machines for sound recording, Cabling and
handling oudoor
recordings.

Suggested Readings:

• Style Book Air

• Awasthy, GC (1965) *Broadcasting in India*, Bombay : Allied.

• Luthra, HK (1987) *Indian Broadcasting*, New Delhi : Publication Division.

• Mehra, Masani (1958) *Broadcasting and the people*, New Delhi : NBT.

• Mcleish, Robert (2005) *Radio Production* : Focal Press oxford.

• Thomson, Rick (2010) *Writing for broadcast journalists*, New York : Routledge.

• Aspinall, Richard (1971) *Radio Programme Production: AManual for Training*, Paris : UNESCO.

• hausman, messere, Benoit & O' Donnel Wadsworth (2010) *Modern radio production : Production, programming and performance*, Boston.

• keith, Michal C. (2010) *The Radio Station : Broadcast satellite and internet,* Focal Press : oxford.

• Chantler, Paul & Stewar, Peter (2003) *Basic Radio journalism* : Oxford.

• Boyd, Andre (1997) *Broadcast Journalism: Techniques of Radio and TV News (Media Manuals),* Landon : Focal Press.

• Thomas, Pradip Ninan (2010) *Political Economy of communication in India*, Delhi: The Good, the bad and the ugly, sage.

• Bandopadhyay, PK (2010) *Radio Communication at close Range* : BR Publishing Corporation.

• Paravala, Vinod and Malik Kanchan K. (2007) *Other Voices: The struggles for community Radio in India*, New Delhi : Sage.

• Hendy, David (2000) *Radio in the Global Age*, Combridge : Polity Press.

● जमलोकी, डॉ, ओमप्रकाश (2002) *आकाशवाणी एवं दूरदर्शनः उद्भव तथा विकास,* नई दिल्ली : अरावली बुक्स इंटरनेशनल.

E-Learning materials:
RADIO PROGRAMME PRODUCTION
http://download.nos.org/srsec335new/ch12.pdf
Writing for Radio - The Basics
http://bolhyd.commuoh.in/wp-content/uploads/2014/10/writingforradio.pdf
FORMATS OF RADIO PROGRAMMES
http://download.nos.org/srsec335new/ch11.pdf
Radio: latest audience research findings - Ofcom
https://www.ofcom.org.uk/__data/assets/pdf_file/0028/71479/researchstatement. pdf
**A Study Paper on Spectrum Sensing Techniques in Cognitive Radio
Network**
https://pdfs.semanticscholar.org/d056/88cbd93e819fbd86699fcfdcaf76b9fd 30f0.pdf
**ll India Radio's Rural Broadcasting a Social Change Agent : A Past
Still Present since 1923**
https://www.researchgate.net/publication/323612988_All_India_Radio's_R
ural_Broadcasting_a_Social_Change_Agent_A_Past_Still_Present_since_1

CS 111 Introduction to Computer Applications

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **4 0 0 4**

Learning Outcomes:
On successful completion of the course students will be able to
• Understand input and output devices of computers and recognize the basic terminology used in computer programming
• Understand the Microsoft Office package, MS-DOS and Unix Systems
• Understand concept of Database and Networking

Unit 1
Introduction to Computer System: Simple model of computer, Basic components of computer system, Generation of computers. Introduction to Software: System and Application Software Introduction to Operating System: Types and Function, MS DOS, Basic DOS and Unix Commands, Windows Operating System.

Unit 2
Number System: Data Representation-Binary, Octal, Hexadecimal, 1's and 2's complement method of representation and binary arithmetic (addition, subtraction) Characters and codes: BCD, ASCII, EBCDIC Unicode coding.

Unit 3
Input/ Output devices: Types of I/O Devices, Serial, Parallel and Graphical. Memory: RAM, ROM, EPROM, PROM and concepts of other types of memory, Storage devices – Sequential, Direct and Index
Sequential.

Unit 4
Office automation with world and Excel: working with MS Office packages MS Word: creating file, editing, inserting object, formatting, inserting table, mail merge, spell check etc. MS Excel: Creating sheet, formatting, inserting function, creating charts etc.

Unit 5
Presentation and data skill development MS Power Point: creating presentation, editing, inserting animation etc.
MS Access: concept of database and DBMS, database operation, creation, updation, selection, deletion, Report generation etc.

Suggested Readings:
1. Sinha, P.K. *Computer Fundamental.* New Delhi: B.P.B. Publications.
2. Govil, R. et al. *PC Software.* New Delhi : B.P.B. Publications.
3. Norton, Peter. (1989) *Peter Nortan's DOS guide*. Auburn: Brady.
4. Rajaraman, V. *Fundamentals of Computers.* New Delhi: PHI
5. Das, Sumitabha.(2006).*UNIX Concepts and Applications*. New Delhi: Mc Graw hill
6. Rutkosky, S. (2008). *Office 2007.* New Delhi : B.P.B. Publications.

Suggested E-Learning Material:
1. Introduction to Programming in C https://nptel.ac.in/courses/106104128/
2. Introduction to MS Office https://support.office.com/

MGMT 513 Introduction to Human Resource Management

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **5 0 0 5**

Learning Outcomes: After the completion of this Course students will be able to
• Acquaint with concepts of Human Resource Management (HRM), Human Resource Development (HRD) and Personnel Management (PM).
• Understand the Function of Human Resource Manager
• Manage Disciplinary Action related to HRM as well as Employee Counseling.

Section- A
Conceptual Understanding : Concept of Human Resource Management (HRM), Human Resource Development (HRD) and Personnel Management (PM) Function of HRM: Human Resource Planning, Recruitment, Placement, Selection, Induction, Orientation, Performance Management, Wage and Salary Administration, Handling Employee Grievance, Discipline and Disciplinary Action, Employee Counseling.

Section- B
Training and Development: Meaning, Importance, Need Assessment, Methods of Training, Training Evaluation Internal Mobility: Transfer, Promotion, Demotion, Absenteeism and Turnover Personnel Research: Personnel Records and Research, Human Resource Audit and Human Resource Information System.

Section- C
Human Relations Skills and HRM: Use of skills in Human Relation for Managing People in Industry, Management by Objective Recount ability, Socio-Political Climate and HRM. Employee's Self Development: Psychology of the Working Class, Employee's Motivation for Self Development through HRD Programmes in Industry.

Recommended Books:
1. Amold & Feldman (1987). *Organizational behaviour.* New Delhi : McGraw Hill Publishing Company Limited.
2. Asgwatgaoa, K. (1997). *Human resources and personnel management.* New Delhi : Tata McGraw Hill Publishing Company Limited.
3. Beardwell, I. and Holden, L. (1998*). Human resource management.* (2nd ed.). London : Pitman Publishing.
4. Beumont, P.B. (1993). *Human resource management: Key Concepts and Skills* : London, Sage Publishing.
5. Dessler, G. (1997). *Human resource management.* New Delhi : Prentice Hall.
6. Dwivedi, R.S. (1982). *Management of human resources.* New Delhi : Oxford and IBH Publishing Co.
7. Flippo, E.B. (1984). *Principles of personnel management.* New York : McGraw Hill Publishing Company Limited.
8. Goss, D. (1997). *Human resource management. London* : Thompson Business Press.
9. Legge, K. (1995). *Human resource management: Rhetoric and reality*. London : Macmillan.
10. Mabey, C. Salaman G. and Storey, J. (1998*). Human resource management: A strategic introduction*. Oxford : Blackwell.
11. Memoria, C.B. (1990). *Personnel management.* New Delhi : Himalaya Publishing House.
12. Newstrem & Davis (1987). *Organization behavior: Human behavior at work.* New Delhi : McGraw Hill Publishing Company Limited.
13. Robins, S. P. (1966). *Organization behavior.* New Delhi : Prentice Hall.
14. Saini, Debi S. & Sami, A Khan (Ed.) (2000). *Human resource management-perspectives in the new era.* New Delhi : Response Books.
15. Singh, P.N. (1992). *Developing and managing human resources.* Bombay : Suchandra Publications.

Suggested E - resources:
1. Human Resource management
Link:https://www.researchgate.net/publication/305954894_Human_R
esource_Management_Theory_and_Practice
2. Human Resources Information System (HRIS): A Theoretical Perspective
Platform: ResearchgateLink:https://www.researchgate.net/publication/
272668111_Human_Resources_Information_System_HRIS_A_Theor etical_Perspective.

3. The Roles, Competencies and Skills of HRM Professionals in Indian Organisations
Platform: Researchgate. Link:Https://www.researchgate.net/publication/295920930_the_roles_
competencies_and_skills_of_hrm_professionals_in_indian_organisati ons
4. Training and Development: Issues in the Indian Context Platform: Global Journal of Finance and
Management.   Research   India   Publications.   Link:https://www.ripublication.com/gjfm-
spl/gjfmv6n7_01.pdf

Computer Programming

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **6 0 0 6**

Learning Outcomes : On successful completion of the course students will be able to :
• develop the ability to write, compile and debug programs in C language and use different data types for writing the programs.
• formulate the programs based on structures, loops and functions.
• conceptualize the understating of differentiating between call by value and call by reference.
• develop the conceptual understanding of the dynamic behavior of memory by the use of pointers.

Syllabus

Unit-I
Introduction to computer programming, , Programming languages (high level, low level), Compiler, Interpreter.Computer Programming (in C): Overview of C language- History, Character set, Identifiers, Various Data types (Simple and Structured) and their representation, Constants and Variables, Operators (arithmetic, logical, relational), Program structure, Data assignment, Input-Output statements,

Unit-II
Arithmetic and Logic expressions, Control statements (sequencing, alteration and looping),

Unit-III
Single & Multi-dimensional Arrays, and Searching and Sorting: Linear search and Binary Search, Bubble sort, Selection sort, Insertion sort, merging and matrix manipulation

Unit-IV
Functions, parameter passing (call by value, call by reference), recursion, storage classes.

Unit-V
Concept of pointers, pointer expression, pointer v/s arrays, structure, union and enumerated data types, command line arguments, concept of structured programming.

Suggested Books:
1. Sinha, P. K. (2003). Computer fundamentals: concepts, systems & applications. BPB publications.
2. Balagurusamy, E. (2012). Programming in ANSI C. Tata McGraw-Hill Education.
3. Venugopal, K. R. (1997). Programming with C. Tata McGraw-Hill.
4. Kernighan, B. W. & Ritchie, D. M. (2006). The C programming language.
5. Kanetkar, Y. P. (2016). Let us C. BPB publications.
6. Gottfried, B. (1996). Programming with C, Schaum's Outlines.

Suggested E-Resources:
1. Introduction to Programming in C https://nptel.ac.in/courses/106104128/
2. Introduction to Programming in C Specialization https://www.coursera.org/specializations/c-programming
3. Sinha, P. K. (2003). Computer fundamentals: concepts, systems & applications. BPB publications.
https://www.edutechlearners.com/computer-fundamentals-p-ksinha- free-pdf/

VOC 004L Computer Programming Lab

Max. Marks: 100 **L T P C**

(CA: 40 + ESA: 60) **0 0 2 2**

Topic Programs

Simple Programs i) Arithmetic Calculatio
  ii) Formula Based Calculation
Conditional Statements i) Check odd-even, positive-negative
  ii) Calculation of Division, Rank of student
  iii) Solution of Quadratic Equations
  iv) Menu Driven Programs
  v) Programs using switch statement
Looping i) Sum of digits of number, reverse of number
  ii) Table Generation
  iii) Prime number checking, generation
  iv) Sum of various series, fibonnaci series, sin, cos, exp etc.
  i) Pattern Drawing
Programming with Single dimensional Arrays
  i) Max, min & Average calculation
  ii) Linear Search\Binary Search
  iii) Bubble Sort
  iv) Merging
Programming with Multidimensional Arrays
  : Matrix Arithmetic (Addition, Subtraction, Multiplication)
Using Pointers and Functions
  i) Factorial
  ii) Swapping two values using call by reference
Recursion : Factorial
29-30 Structure and Union i) Display Mark sheet of n students

JMC 313L Event Management Lab

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **0 0 1 5**

Learning Outcomes:
After the completion of the course, Student will be able to :
• Understand the multi-disciplinary nature of event management
• Coordinate and manage university programmes/functions/events/conferences
Exercises/Assignments:
• Planning the Event
• Organizing & Budgeting
• Managing the Event
• Implementation
• Evaluation
Suggested E-Learning Material:
How to Organize an Event (with Pictures) – wiki How
https://www.wikihow.com/Organise-an-Event
How to organize a successful event with a small budget
https://www.gevme.com/blog/10-tips-for-event-planning-with-a-smallbudget/
How to Organize Events - YouTube
https://www.youtube.com/watch?v=e_E9ldhwodM
Five Key Steps for Organizing Your Business Event – YouTube
https://www.youtube.com/watch?v=1oCvDlvnkUc
15 Corporate Event Management Tips: Guide to Planning
https://www.youtube.com/watch?v=tBbAnF04BVY

CS 106 Computer Fundamentals

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **4 0 0 4**

Learning Outcomes : On successful completion of the course students
will be able to:
• Knowledge of component of computer.
• Convert numbers in binary, octal, hexadecimal, and vice versa including binary arithmetic
• Simplify Boolean expression Draw electronic circuits.
• Devise Algorithm and draw flowchart for Searching, sorting, merging through computer

Syllabus

Unit 1

Introduction to Computer System: Simple model of Computer, CPU, Memory, Storage media and I/O
units, Software (System and Application) and Hardware. Introduction of operating system. Booting
process and DOS commands (Internal and external).

Unit 2

Number System: Data representation - binary, octal, hexadecimal and their inter conversion, positive
and negative numbers, integers and real, characters and codes - BCD, ASCII and EBCDIC coding,
Binary arithmetic(addition and subtraction)

Unit 3

Basic concepts of Boolean algebra and their electronic implementation, Logic gates (AND, OR, NOT,
NOR, NAND) and truth table, De-Morgan's theorem, simplification of Boolean expression.

Unit 4

Algorithms and Flowcharts : Problem analysis, algorithm design, data assignments, flowchart design,
stepwise refining, sequencing, alternation and Looping.

Unit 5

Implementation of Algorithms and Flowcharts : Searching (Linear, binary), Sorting (Bubble and
Selection) and merging, Programming languages and problem solving computers.

Suggested Books :
1. Sinha, P. K. (2003). Computer fundamentals: concepts, systems & applications. BPB publications.
2. Wirth, N. (1976). Algorithms+ Data Structures= Programs Prentice-Hall Series in Automatic
Computation. Prentice Hall.
3. Norton, P. (1989). Peter Norton's DOS guide. Brady.
4. Ram, B. (2000). Computer fundamentals: architecture and organization. New Age International.
5. Govil R. Computer Anuprayog avam Programmingt,et al, Jaipur publishing house, 2000.
6. Dromey, R. G. (1982). How to Solve it by Computer. Prentice-Hall, Inc..
7. Saxena M. Disk Operating System, Pitamber publication, 1994

Suggested E-Resources:
1. Sinha, P. K. (2003). Computer fundamentals: concepts, systems & applications. BPB publications.
https://www.edutechlearners.com/computer-fundamentals-p-ksinha-free-pdf/

CS 110 Computer Programming

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **6 0 0 6**

Learning Outcomes : On successful completion of the course students will
be able to :
• develop the ability to write, compile and debug programs in C language and use different data types
for writing the programs.
• formulate the programs based on structures, loops and functions.
• conceptualize the understating of differentiating between call by value and call by reference.
• develop the conceptual understanding of the dynamic behavior of memory by the use of pointers.
Syllabus

Unit-I
Introduction to computer programming, , Programming languages (high level, low level), Compiler,
Interpreter.Computer Programming (in C): Overview of C language- History, Character set,
Identifiers, Various Data types (Simple and Structured) and their representation, Constants and
Variables, Operators (arithmetic, logical, relational), Program structure, Data assignment, Input-Output
statements,

Unit-II
Arithmetic and Logic expressions, Control statements (sequencing, alteration and looping),

Unit-III
Single & Multi-dimensional Arrays, and Searching and Sorting: Linear search and Binary Search,
Bubble sort, Selection sort, Insertion sort, merging and matrix manipulation

Unit-IV
Functions, parameter passing (call by value, call by reference), recursion, storage classes.

Unit-V
Concept of pointers, pointer expression, pointer v/s arrays, structure, union and enumerated data types,
command line arguments, concept of structured programming.

Suggested Books:
1. Sinha, P. K. (2003). Computer fundamentals: concepts, systems & applications. BPB publications.
2. Balagurusamy, E. (2012). Programming in ANSI C. Tata McGraw-Hill Education.
3. Venugopal, K. R. (1997). Programming with C. Tata McGraw-Hill.
4. Kernighan, B. W. & Ritchie, D. M. (2006). The C programming language.
5. Kanetkar, Y. P. (2016). Let us C. BPB publications.
6. Gottfried, B. (1996). Programming with C, Schaum's Outlines.
Suggested E-Resources:
1. Introduction to Programming in C https://nptel.ac.in/courses/106104128/
2. Introduction to Programming in C Specialization https://www.coursera.org/specializations/c-programming
3. Sinha, P. K. (2003). Computer fundamentals: concepts, systems & applications. BPB publications.
https://www.edutechlearners.com/computer-fundamentals-p-ksinha-free-pdf/

CS 111L Introduction to Computer Applications Lab

Max. Marks : 100   **L T P C**

(CA: 40 + ESA: 60)   **0 0 4 2**

Unit 1
Introduction to DOS/ Unix: Basic DOS and Unix Commands.

Unit 2
MS Word: Introduction to the IDE of Microsoft Word, Functionality of various tool bars – Quick Access, Title, Ribbon, Ruler and Status Bars. Understanding document Views, Formatting, Editing and Understanding non printing characters, Using Auto Text, Using Indentation & Alignment, Style set, Page breaks, Page numbers and Setting Page Layouts and Printing Documents.

Unit 3
MS Excel: Introduction to Electronic Spreadsheet, Worksheet, Cells, Quick Access Toolbar, Formula Bar, Status Bar, Clipboard, Font, Alignment, Number, Cells Styles, Editing, Perform Mathematical Calculations, Working with Headers & Footers, Perform Automatic Calculations, Perform Advance Mathematical Calculations, Work with Long Text Format Numbers, Excel Functions, Using Reference Operators and Printing.

Charts: Creating and applying Chart Layout, Adding Labels, Switching Data, Changing the Chart Style, Size and Position, Chart Type.

Unit 4
Power Point: Introduction to the IDE of Power Point, Introduction to various toolbars like – Quick Access, Placeholders, Creating Title Slides, Slide shows, Introduction to layouts, Themes, Clipboard, Font paragraph, Drawing & Editing, Animations, Transitions, Spell Check, Outline, Tab Slides Tabs, Sorter View and Printing.

Unit 5
MS Access : Introduction to IDE of MS Access, Table Creation, Query formation, Forms, Report generation.

CS 316 Business Data Processing and Database

Management System
Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **6 0 0 6**

Learning Outcomes
On successful completion of the course students will be able to
• Develop Business applications in Cobol.
• Identify all peripheral devices.
• Prepare of all documents developed during system development.
• Identifies key of various types, use SQL-the standard language of relational databases, normalize data base.
• Develop COBOL Programming language.

Unit 1
Introduction to Business organization: Business system and its environments, major business functions including production, marketing, personnel & finance, information systems need and role of management services. Introduction to file processing: record, files, file organization: sequential, indexed & direct access (random) files, Data Base system architecture: Basic concepts, data structures, classical data models (relational, hierarchical and
network).

Unit 2
COBOL Language: COBOL program structure: Divisions, Sections, Paragraphs, Input Output verbs, Data transfer verbs, conditional verbs including condition-name-condition, Table handling in COBOL.

Unit 3
File handling in COBOL (Sequential,Relative,Indexed files):SORTING, MERGING, UPDATION, SORT & MERGE statements, Character handling, subroutine, Report writing facility in COBOL, Segmentation, Library facility.

Unit 4
Data modeling using E-R Model, mapping constraint, super key, Candidate key, primary key, Relational data model, Integrity and security of DBMS, SQL, Query handling.

Unit 5
Database Design, Functional dependencies, Normal Forms:1 NF, 2 NF, 3 NF 4 NF, BCNF, 5NF, steps in database design, Introduction to Transaction Processing & Concurrency control

Suggested Books :
1. Orilla, *An Introduction to Business Data Processing*, Tata Mc Graw Hill
2. Roy, M. K., &Dastidar, D. G. (1989). *COBOL programming*.Tata McGraw-Hill Education.
3. Elmasri, R., &Navathe, S. (2010). *Fundamentals of database systems*. Addison-Wesley Publishing Company.
4. Bayross I, Structured Query Language, BPB
5. Stern, N. B., & Stern, R. A. (1985). *Structured COBOL programming*.John Wiley & Sons.
6. Martin, J. (1977). *Computer database organization*. Prentice Hall PTR
7. Date, C. J. (1990*). An introduction to database systems. Volume 1*
8. Silberschatz, A., Korth, H. F., &Sudarshan, S. (1997). Database system concepts (Vol. 4). New York: McGraw-Hill
9. Leon, A., & Leon, M. (2010). *Database management systems*.Vikas Publishing House Pvt. Limited

Suggested E-Resources:
1. COBOL Programming
http://www.csis.ul.ie/cobol/course/Default.htm
2. Norton, P. (2002). *Introduction to computers*. McGraw Hill.
https://onlinestudy4u.files.wordpress.com/2012/10/introduction-tocomputers-
by-peter-norton-6th-ed.pdf
3. Data Base Management System
https://nptel.ac.in/courses/106105175/
4. Database Management Essentials

https://www.coursera.org/learn/database-management

DES 215 Human Factors

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **2 0 0 2**

Section A

The complex relationships between people and the spaces they inhabit. Universal design solutions along with issues concerning privacy, crowding, territoriality, and noise will be examined as students study how people are perceived and use space at home and in public spaces.

Section B

To explore objects and spaces they inhabit as sensory and psychological experiences that effect human comfort, efficiency, function and emotion.

Section C

Introduction to Anthropometrics and Ergonomics. Understanding performance, and the interface of the human body in space, focusing on scalar and proportional issues within *Interior* and spatial design

Learning Outcomes:

Upon completion of the course, the students will be able to:

- Develop understanding of human body and its surrounding.
- Identify the mentioned standards for different spaces.
- Do a comprehensive analysis of the design standards for a living, working and playing environment.
- Develop critical thinking skills.

Recommended Books

1. Joseph DeChiara.2001.*Time Saver Standards For Interior Design and Space Planning,* McGraw-Hill Education.
2. Pheasant Stephen.1986.*Bodyspace* (Anthropometry, Ergonomics and the Design of Work).Taylor & Francis Inc. Philadelphia.PA
3. Dube Shyama Charan .1958.*India's changing villages: human factorsin community development.*Routledge and Paul.London

DES 302L Advertising Design Lab

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **0 0 6 3**

Practical:
- Advertising Research for Advertising Design activity by selecting a
topic (Product/Service)
- Creation of Design brief elaborating the Creative Advertising Strategy based on new or existing USPs/ESPs, Creative Idea, Selection of Media (newspapers, magazines, outdoor/transit, Internet, television and beyond) and a Concept/Visual Note based on the Creative Idea
- Rough Scribbling and iterations based on Concept/Visual Note and Moodboard Creation.
- Implementation of suitable aspect for Various Media of advertising execution, whether it's a Motion Graphics, Animation, or Audio-Visual.
- Utilization and exploration of copywriting techniques using creative and active words.
- Advertising Layout Design based the brand guidelines using Adobe Photoshop, Adobe Illustrator, Adobe InDesign or equivalent program, enhancing brand recognition.

Learning Outcomes:
Upon completion of the course, the students will be able to:
- Interpret the target audiences for designing advertisements
- Utilize Graphic Design Rules for Advertising Design by demonstrating a practical knowledge of design fundamentals, inclusive of the elements and principles of design.
- Create design solutions for specific media demonstrating fundamental knowledge of trends in advertising.
- Develop the holistic approach in Communication Design through implementation of Design Thinking as constant attributes. On the other hand, practically implementing the theoretical aspects of the subject of Advertising.

Recommended Books:
1. Barry, Pete. *The Advertising Concept Book: Think Now, Design Later: a Complete Guide to Creative Ideas, Strategies and Campaigns*. Thames & Hudson, 2016.
2. Barry, Pete. *The Advertising Concept Book: Think Now, Design Later: a Complete Guide to Creative Ideas, Strategies and Campaigns*. Thames & Hudson, 2016.
3. Pricken, Mario. *Creative Advertising: Ideas and Techniques from the World's Best Campaigns*. Thames & Hudson, 2013.
4. Williams, Eliza. *This Is Advertising*. Laurence King, 2010.
5. Eriksson, Peer. *Photography in Advertising*. Peerbook, 2004.
6. Altstiel, Tom, and Jean Grow. *Advertising Creative: Strategy, Copy,Design*. SAGE, 2017.

DES 307 Business Practices

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **2 0 0 2**

Theory:

Section A

Introduction to marketing: Definition, importance and scope of marketing, Understanding needs, wants, demands; marketing approaches, modern day approach towards marketing, mass marketing to customization; Value
delivery process, the structure of service industry.

Section B

Segmentation in Interior Design Industry; Career Opportunities in Interior Design Industry, terminologies; Role and responsibilities of an Interior Designer, Process to be followed in Industry while working, Entrepreneurial aspect of Industrial Design

Section C

Segmentation in Interior Design Industry; terminologies; Role and responsibilities of a Interior Designer. Product Life cycle - stages and strategies for different stages of production. Product-mix, product mix decisions; Pricing decisions, pricing objectives, policies methods of setting price, pricing strategies, factors affecting each segment; Marketing communication: advertising, sales promotion, personal selling, publicity and public relations.

Learning Outcomes:

Upon completion of the course, the students will be able to:

• Understand the Market environment in interior design Industry.

• Understand Customer centric approach in modern marketing

Recommended Books

• Kotler, Philip (2003) *Marketing management*, Pearson, New Delhi

• Gandhi, J. C. (1985) *Marketing: an managerial introduction*, Tata Mcgraw-Hall, New Delhi

• Ramaswamy, V. S. (2002) *Marketing management: planning, Implementation and control*, Macmillion, Delhi

• Easey, Mike (2002) *Fashion marketing,* Blackwell, Oxford.

Recommended E-Resources:

1. Bloomsbury Design Library: an online resource for Design
https://www.bloomsburydesignlibrary.com/

2. CW Interiors - http://www.cwinteriors.in/

3. https://www.oreilly.com/library/view/understanding-industrialdesign/9781491920381/

E-Courses:

1. https://alison.com/course/fundamentals-of-marketing-your-businessonline

2. https://www.edx.org/course/marketing-fundamentals-who-customerbabsonx-bpet-mktx-0

3. https://info.flexible.falmouth.ac.uk/falmouth-advertising-strategyonlinesp?
utm_campaign=Falmouth+study+portals&utm_source=StudyPorta
ls&utm_medium=MastersPortal&utm_content=ASPGradDip

4. https://www.coursera.org/learn/wharton-marketing

DES 308 Calculation and Costing

Max. Marks : 100　　　　　　　　　　　　　　　　　　　　　　**L T P C**
(CA: 40 + ESA: 60)　　　　　　　　　　　　　　　　　　　　　**2 0 0 2**

Theory:

Section-A

Basic costing concepts: Classification of costs, types of costs, methods of costing, elements of cost.

Section-B

• **Spinning Calculations**

a. Yarn numbering, Direct & Indirect system of yarn numbering, Universal yarn numbering system, conversion from one system to other, Calculation of resultant yarn number of plied yarn. b. Yarn Twist, Twist factor, twist per unit length, S & Z twists

• **Weaving Calculations**

a. Calculation of length of warp and weft in a fabric, Weight of warp and weft required for particular length of cloth, weight per unit area of cloth, b. Cloth cover, cover factor
c. Concept of cloth setting

Section-C

• **Fabrics, apparel and other textile made-ups, accessories costing**

a. Cost of raw material
b. Calculation of processing cost
c. Cost of packing and transportation
d. Other cost components

Learning Outcomes:

Upon completion of the course, the students will be able to:

• Estimate the cost of products with different methods and elements.

• Cost the given sample of fabric according to its construction.

• Cost the end-product from fabric to apparels, including packaging and transport

Recommended Books:

1. Taggart W. S. (1998), *Cotton Spinning Calculations*, Navneet Prakashan, Bombay.
2. Gupta Sen (1971), *Weaving Calculation*, Taraporevala Publishers, Bombay.
3. Ashen hurst T.R. (1998). *Textile Calculations,* Abhishek Publishers, Chandigarh.

DES 311 Critical Thinking

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **2 0 0 2**

Theory
Section A
• Definition of Critical thinking.
• Introduction of critical thinking as a competitive recourse.
• Creativity and psychology
• Thought process and types of thinking
Section B
• To develop lateral thinking and generate innovative ideas.
• Definition of universal design
• Application of universal design
Section C
• History of Interiors, difference in design thinking across history
Learning Outcomes:
Upon completion of the course, the students will be able to:
• Think critically the parameters to be considered while designing a space can be analyzed well functionally and conceptually. They will be able to create new ideas as per space.
• Understand the importance of relation between design and services while planning.
Recommended Books
1. Hilary Collins .2010. *Creative Researc*, Bloomsbury. Visual Arts AVA Books. Switzerland
2. *Design Thinking*. Nigel Cross. E-Book

DES 311L Critical Thinking Lab

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **0 0 4 2**

Practicals:
- To re-design interior with the help of critical thinking method
- To design a product of universal design
- Make a replica / model of furniture from History

Learning Outcomes:
Upon completion of the course, the students will be able to:
- Think critically the parameters to be considered while designing a space can be analyzed well functionally and conceptually. They will be able to create new ideas as per space.
- Understand the importance of relation between design and services while planning.

Recommended Books
1. Hilary Collins .2010. *Creative Researc*, Bloomsbury. Visual Arts
AVA Books. Switzerland

2. *Design Thinking*. Nigel Cross. E-Book

DES 358 Introduction to Trends and Forecasting

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **2 0 0 2**

Theory:

Section-A

Introduction to the world of Fashion, the structure of the Industry; The terminologies of Fashion: Style, Fashion, Design, Silhouette, Haute Couture, Ready-to-Wear; The Fashion Cycle and its stages. Long-run and
Short-run Fashions.

Section-B

Trends and the role of trend forecasting; Forecasting Personnel: Fashion Forecasters, Forecasting services/agencies, publications, trend portfolio; Fashion promotion as a tool for trend forecasting

Section-C

Forecasting process: From Producers to Consumers, primary and Secondary Market Forecasts**;** Fashion Theme Development**;** Fashion Trend Presentation, Fashion Shows

Learning Outcomes:

Upon successful completion of the course students will be able to:

• Critically assess and review the requirements and operational methods of the role of a trend forecaster relevant to fashion and textiles brands and companies.

• Identify, evaluate and communicate the potential impact of cultural, social, economic and technological components in the trend forecasting process.

Recommended Books:

1. Burns, L. D., Bryant, N. O., & Mullet, K. K. (2011). *The business of fashion: Designing, manufacturing, and marketing*. Fairchild Books, New York.
2. McKelvey, K., & Munslow, J. (2008*). Fashion forecasting*. Chichester, Wiley-Blackwell, U.K.
3. Rousso, C. (2012*). Fashion forward: A guide to fashion forecasting*. Fairchild Books, New York.
4. Raymond, M., & Raymond, M. (2010). *The trend forecasters handbook*, Laurence King, London
5. Frings, G.S.(1999) *Fashion From Concept To Consumer* Upper Saddle River, N.J by Prentice Hall
6. Scully,K.,Cobb,D.J.(2012). *Color Forecasting for Fashion*. Laurence King Publishing

Recommended E- resources:

1. https://www.bloomsburyfashioncentral.com/products/fairchildbooks/shop/fashion-forecasting/ebook

DES 329L Introduction to Web Design Lab

Max. Marks: 100   **L T P C**
(CA: 40 + ESA: 60)   **0 0 6 3**

Practical
• Apply UX strategies to a site's content & design.
• Understand Information Architecture to enhance the content on your website.
• Using Adobe Photoshop, Adobe Illustrator for GUI Design.
• **Web Design Principles:** Basic principles involved in developing a web site, Planning process, Five Golden rules of web designing,
Designing navigation bar, Page design, Home Page Layout, Design Concept.
• **Basics in Web Design:** Brief History of Internet, What is World Wide
Web, Why create a web site, Web Standards Audience requirement.
• **Introduction to HTML:** HTML Documents, Basic structure of an HTML document, Creating an HTML document, Mark up Tags, Heading-Paragraphs, Line Breaks, HTML Tags.
• **Elements of HTML:** Introduction to elements of HTML, Working with Text, Working with Lists, Tables and Frames, Working with Hyperlinks, Images and Multimedia, Working with Forms and controls.
• **Introduction to Cascading Style Sheets:** Concept of CSS, Creating Style Sheet, CSS Properties, CSS Styling (Background, Text Format, Controlling Fonts), Working with block elements and objects, Working with Lists and Tables, CSS Id and Class, Box Model (Introduction, Border properties, Padding, Properties, Margin properties, 5.9 CSS Advanced (Grouping, Dimension, Display, Positioning, Floating, Align, Pseudo class, Navigation Bar, Image
Sprites, Attribute sector), CSS Color, Creating page Layout and Site
Designs.
• **Introduction to Web Publishing or Hosting:** Creating web site structure, Creating Titles for web pages, Themes-Publishing web sites.

Learning Outcomes:
Upon completion of this course, students will be able to
• Know how to create an HTML page and add content and images, links, tables and lists.
• Have a good understanding of the meaning of inheritance, cascade, pseudo classes, pseudo elements and selectors which are concepts that are commonly used in web pages.
• Familiar with using font, background styles and style sheets. This course will use Adobe
Dreamweaver to create a website with HTML, CSS, JavaScript, and Flash.
• Understand naming conventions, index files, welcome screen, graphical user interface (GUI) and many more settings that are useful when creating a website successfully.

Recommended Books:
1. Cooper, Alan, et al. (2007). *About Face 3: the Essentials of Interaction Design*. Wiley.
2. Nodder, Chris. (2013). *Evil by Design: Interaction Design to Lead Us into Temptation*. John Wiley Et Sons.

DES 335 Sustainable Environments

Max. Marks: 100   **L T P C**
(CA: 40 + ESA: 60)   **2 0 0 2**

Theory

Section A

- Definition of green building, and sustainable and eco-friendly design,
- Global environmental issues as per UN charter.
- Global concern, policy options in developing and developed counters.

Section B

- Inclusive manufacturing its meaning and scope.
- Sustainable and inclusive manufacturing concepts, implementations
and concern

Section C

- Science of Acoustics
- Behavior of sound in enclosed space.
- Understanding acoustics and its integration with sound absorbent.
- Thermal Comfort - heat flow, thermal properties of material, human response to thermal environment.
- Comfort vs functionality.

Learning Outcomes:

Upon completion of the course, the students will be able to:

- Understand and learn to utilize material in a sustainable manner.
- Understand the parameters required to be considered during the
designing of any sustainable projects.

Recommended Books

1. Chan, Yenna. (2007). *Contemporary Design in Detail: Sustainable Environments*. Rockport.
2. Mobbs, Michael. (2005). *Sustainable House Living for Our Future*. Choice Books,
3. *Winning Strategies for a Sustainable Future Reinhard Mohn Prize 2013.* Bertelsmann Stiftung, 2013
4. Fulekar, m. H. (2016). *Environment and sustainable development. Springer*, India, private.

DES 416L Portfolio and Presentation Techniques Lab

Max. Marks: 100   **L T P C**
(CA: 40 + ESA: 60)   **0 0 4 2**

Practical:
• Class room lectures, Group discussion, power point presentations, one to one interaction, rehearsal, discussion will be applied to understand Portfolio Presentation techniques. Industry Visit, Group Discussion, Panel discussion (With External).
• Expansion of Demo- Reel (Digital & Physical)
☐ To develop and categories all learning outcomes to make. 3 types of portfolio.
a) Digital Portfolio
b) PDF portfolio to be sent with CV
c) A physical portfolio for personal interviews
☐ To make presentation of work on PPT to present work as an
introduction to oneself
☐ To understand the basic principal of presentation and use of gestures sound and other behavior patterns
Learning Outcomes:
Upon successful completion of the course, students will be able to,
• Learn, practice and acquire the skills necessary to deliver effective, presentation with clarity and impact.
• Use a structured presentation methodology to prepare presentation material and effective visual aids
Recommended Books
1. **Gorden L Raymond.** *(1998). Basic Interviewing Skills.* United States, US. Waveland Press.
2. Ganguly, Anand. (2017). *Success In Interview*. India In. Ramesh Publishing House.

DES 416L Portfolio and Presentation Techniques Lab

Max. Marks: 100   **L T P C**
(CA: 40 + ESA: 60)   **0 0 4 2**

Practical:
• Class room lectures, Group discussion, power point presentations, one to one interaction, rehearsal, discussion will be applied to understand Portfolio Presentation techniques. Industry Visit, Group Discussion, Panel discussion (With External).
• Expansion of Demo- Reel (Digital & Physical)
☐ To develop and categories all learning outcomes to make. 3 types of portfolio.
a) Digital Portfolio
b) PDF portfolio to be sent with CV
c) A physical portfolio for personal interviews
☐ To make presentation of work on PPT to present work as an
introduction to oneself
☐ To understand the basic principal of presentation and use of gestures sound and other behavior patterns
Learning Outcomes:
Upon successful completion of the course, students will be able to,
• Learn, practice and acquire the skills necessary to deliver effective, presentation with clarity and impact.
• Use a structured presentation methodology to prepare presentation material and effective visual aids
Recommended Books
1. **Gorden L Raymond.** *(1998). Basic Interviewing Skills.* United States, US. Waveland Press.
2. Ganguly, Anand. (2017). *Success In Interview*. India In. Ramesh Publishing House.

DNCE 408L Stage Performance - II

Max. Marks: 100   **L T P C**
(CA: 40 + ESA: 60)   **0 4 8 8**

1. Solo performance (30 minutes) selected by student according to syllabus.
2. Ability to recite the boles giving taal during the performance as in a traditional Kathak recital.

Paper III –IV (Practical)
List of Taals :
    (a) Trital   (b) Ektal   (c) Sooltal   (d) Gaj-Jhampa tal
    (e) Aadachautal   (f) Ashtmangal   (g) Matttal

Note :
1. Performance of any three taals according to syllabus.
2. Special Attention of used Bandish in performance.
3. Compulsory Practice in variety of Bandish and Layakari.

Books -
1. Kathak Nritya Parampara   - Dr. Prem Dave
2. Kathak Nritya Shiksha Part – 1, 2   - Dr. Puru Dadhich
3. Aitihasik Pariprekshay main Kathak Nritya - Maya Tak
4. Bharat ke Shastriya Nritya   - Chaya Bhatnagar
5. Kathak Darpan   - Pt. Tirath Ram Aazad
6. Natya Shastram   - Aacharya Bharat
7. Natya Shastram   - Shri Paras Nath Dwivedi
8. Natya Shastra ka Itihas   - Dr. Paras Nath Dwivedi
9. Natya Shastra -   Shri Braj Ballabh Mishra
10. Braj ka Ras Rang   - Shri Ram Narayan
                                  Agrawal

11. Bhartiya Natya Parampara aur
    Abhinaya Darpan   - Vachspati Gerola
12. Abhinaya Darpan   - Dr. Puru Dadhich
13. Abhinaya Darpanam   - Aacharya Nandikeshwar
14. Sangeet Ratnakar   - Sharangdev
15. Sangeet Ratnakar   - Dr. Subhadra Choudhary
16. Dashrupak   -   Aacharya Dhananjay
17. Kathak Prasang   - Rashmi Vajpai
18. Hamare Sangeet Ratna   - Dr. Lakshmi Narayan
                                  Garg
19. Kathak Nritya -   Dr. Lakshmi Narayan
                                  Garg

20. Bhartiya Sangeet aur Sangeetagya   - Shri Ramlal Mathur
21. India's Kathak Dance Centre   - Reginald Massey
22. Dance of India   - David Waterhouse
23. Indian Classical Dances   - Kapila Vatsyayan
24. Some Dancers of India   - Susheela Mishra
25. Natya Shastra -   Kapila Vatsyayan

ENVS 508 Environmental Impact Assessment and Management

Max. Marks: 100   **L P T C**
(CA: 40 + ESA: 60)   **4 0 0 4**

Section A

Introduction:
a)   Historical development of Environmental Impact Assessment (EIA)
b)   Definition and scope of EIA
c)   Objectives of EIA
d)   Basic EIA principles.

Impact study:
a)   Approach for environmental impact studies
b)   EIA as planning tool
c)   EIA methodology
d)   Predictive model of impact assessment.

Section B

Impact Prediction and assessment for air, water and noise: Air:
a)   Knowledge of air quality, Air quality standards, Sources of pollutants, Effects of pollutions
b)   Conceptual approach for air impacts prediction.

Water:
a)   Information on water quality (Surface water and ground water), water quality standards
b)   Identification and prediction of impact and assessment.

Noise:
a)   Information on noise legislation and guidelines
b)   Methodology for noise-impacts prediction
c)   Assessment of impact significance.

Section C

Environmental Risk Assessment (ERA) and Management in EIA:
Environmental risk assessment, treatment of uncertainty, key steps.

Management Plan:
a)   Impact prediction, evaluation and mitigation
b)   Preparation of EIA plan for industrial project and functions
c)   Factors for consideration, managing the EIA process, Monitoring and auditing.

Books Recommended:
1.   Attri S. D., Tyagi A.," Climate Profile of India", Ministry of Earth Sciences, New Delhi.
2.   Glasson J., Therivel R., ChadwickA., "Introduction to Environmental Impact Assessment", Routledge-Taylor & Francis Group.
3.   Lawrence, D.P., (2003) : Environmental Impact Assessment – Practical solutions to recurrent problems, Wiley-Interscience, New Jersey.
4.   Petts, J., (1999) : Handbook of Environmental Impact Assessment, Vol., I and II, Blackwell Science, London.